

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Steve Johanson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Monroe Elementary School

(As it should appear in the official records)

School Mailing Address 441 Monroe Avenue

(If address is P.O. Box, also include street address.)

City North Mankato State MN Zip Code+4 (9 digits total) 56003-3007

County Nicollet County State School Code Number* 0077-01-040

Telephone 507-387-7889 Fax 507-387-4027

Web site/URL http://www.me.isd77.org E-mail sjohan1@isd77.k12.mn.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Sheri Allen E-mail: sallen1@isd77.k12.mn.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mankato Area Public Schools Tel. 507-387-1868

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Madam Ann Hendricks

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	45	85
1	36	46	82
2	41	48	89
3	45	40	85
4	39	24	63
5	45	32	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	246	235	481

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 5 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1	470
(5) Total transferred students in row (3) divided by total students in row (4)	0.081
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 34 %
 Total number students who qualify: 164

Information for Public Schools Only - Data Provided by the State

The state has reported that 47 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Assuring learning excellence and readiness for a changing world.

PART III – SUMMARY

Nestled in the Minnesota River Valley, Monroe Elementary School is located in North Mankato and is one of eleven elementary schools in the Mankato Area Public School District.

The greater Mankato area includes the cities of Mankato, North Mankato, Eagle Lake and Madison Lake. This area is a pleasing blend of small town atmosphere with big city style, and a vibrant academic culture. People from around the region and beyond come to Mankato for jobs and to learn. Mankato offers a variety of learning opportunities from pre-Kindergarten through post-graduate studies. Mankato post-secondary opportunities include Bethany Lutheran College, Minnesota State University, Rasmussen Business College and South Central College.

Being named one of the nation's 100 best communities for young people by America's Promise has only fueled more efforts to provide additional programs for lifelong learning.

Monroe Elementary is named after the fifth U.S. president, James Monroe, and was built in 1959. The school provides education for approximately 480 students in kindergarten through fifth grade. Our student population consists of a diverse socio-economic background. Remembering our district's mission of "assuring learning excellence and readiness for a changing world," we use positive behavior strategies, collaboration between students, parents and teachers and high expectations of behavior and learning to promote success and create lifelong learners.

Our purpose is to guide students to reach their goals by making strong connections with families and promoting a challenging, yet supportive learning environment. Teachers who believe that all students can and will learn, strong curricula and data for sound instructional decisions give us the magic elixir for academic success.

Families are the most important part of our school. We see our staff, students and community as part of our family. We support each other like family and support families like they are our own. When we operate this way, it leads to great things. We welcome all staff, students and parents in our building. We collaborate, support and rely on each other. We want what is best for all students. We have seen success but it's not enough. In 2011, we earned the title of being a Minnesota Reward school. Reward schools are the top 15 percent of Title I schools in Minnesota. We maintained our Reward school status again in 2013 and 2014, continuing our high levels of student achievement. Strong connections and collaboration are key to the success of each student. We believe all students can learn at high levels and provide the support needed for teachers to meet each student's needs.

Creating a positive school culture has been a significant part of our school's success. Allowing students and staff to interact in a positive manner has led to a school that is friendly and welcoming. All members of the school feel valued and respected, giving us the perfect combination for success. Part of our climate has been developed through learning communities and providing staff opportunities for professional growth. Continuous Improvement Coaches work with staff to examine student data, support instructional best practices, research interventions and promote strong connections. They also provide leadership and knowledge in the utilization of the Response to Interventions (RtI) framework.

We annually provide opportunities for students to flex their talents and abilities outside of the classroom. Students participate in Field Day, competing against other classes in athletic events. We hold music concerts for students to sing cultural songs and play instruments from around the world. Our Art Fair allows students to showcase their fine arts creativity, and the Science Fair gives students in grades 3-5 a chance to try their hand at being a scientist.

Title I programming is available to students who are in need of academic support in the areas of math and reading. Interventions and extra support are given to students who need additional reinforcement for reading or math skills. For example, our Early Reading Intervention program targets struggling Kindergarten students and provides intensive small group reading instruction.

In addition to Title I, we have incorporated the Minnesota Reading Corp. into our reading interventions. This program provides support for those students that are in need of a small boost in reading instructional support. It targets those who do not qualify for Title I, but are still in need of additional support in reading.

Monroe participates in the Backpack Food Program. Funded by local donations and grants, this program provides a weekend's supply of food for students. At the end of each week, teachers place the food in the students' backpacks for them to take home. All students in the school can sign up for this food assistance program.

All students participate in Junior Achievement taught by volunteers and local business professionals. Junior Achievement maintains a belief in the potential of young people. The mission is to respect the talents, creativity, perspectives and backgrounds of all individuals.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Monroe's core curriculum is based upon the Minnesota state standards. Our staff is well versed in the use of standards and have ensured their alignment to all curriculum resources. Formative assessments drive instruction, and recent work has focused on moving toward a standards-based report card. Professional development focused on standards-based instruction, the use of district-level instructional expectations and effective use of our curriculum resources have been critical to our success.

English Language Arts: The English Language Arts (ELA) Minnesota State standards were adopted in 2012. These standards are taught through a balanced literacy approach. This approach encompasses phonological and phonemic awareness, phonics and word study, vocabulary, comprehension and fluency. We have recently adopted a curriculum resource, Benchmark Literacy, to guide standards-based instructional decisions. Reading Informational Text and Literature strands are taught through the Interactive Read Aloud, Shared Reading and Guided Reading components of balanced literacy. A gradual release model allows focused instruction and the opportunity for differentiation on many levels. Reading Foundational Skills are taught mostly through the Phonics and Word Study components of balanced literacy, but are embedded in all components of the balanced literacy framework. Writing, Speaking and Listening, and Language standards are the focus during the Writer's Workshop component of balanced literacy, but again are embedded in all components of instruction that take place during the language arts block and throughout the day.

We are focused on embedding the ELA standards throughout the entire school day and incorporating them in all subject and content areas. While ELA grade-level standards guide core instruction, Monroe teachers are always looking beyond grade-level standards to provide enrichment and challenge students.

During Interactive Read-Alouds, students listen as their teacher reads them a story that builds on the strategies they are studying that day. Shared Reading allows the students and teacher to read together; while the teacher guides and supports the students. Guided reading allows for differentiation and the ability to meet the needs of all learners through small groups. Students are individually coached and guided through application of reading skills and strategies. Teachers confer with students often and record data on each student, as an individual reader, to support and coach them through the stages of reading development. In addition to the reading component, the Writer's Workshop teaches students the skills needed to become better writers.

Math: The 2007 Minnesota Math standards drive math instruction at Monroe. Grade-level PLCs have aligned these standards to the curriculum resource, Everyday Math. While this is the base for core instruction, teachers at Monroe go above and beyond grade-level standards to challenge and meet the needs of each student. Each collaborative team has identified essential learner outcomes (ELOs) or high priority benchmarks that are tracked through common formative assessments. Students who do not meet grade-level standards, ELOs, or high priority benchmarks are the focus of small group guided instruction. Teachers are able to use more explicit modeling, problem-solving strategies and re-teaching. Our after-school program, Excellent Community of Engaged Learners (ExCEL), is designed to target and support math intervention. For math enrichment, students are challenged through enrichment and extension activities, collaboration with peers, a deeper level of conceptual understanding and a faster pace of content presented with a focus on critical thinking.

Science: The Minnesota K-12 Academic Standards in Science were revised in 2009 and implemented in 2011. Our science curriculum resource is the 2012 Pearson Education Interactive Science program. Our teaching approach to science provides inquiry-based learning, investigating hands-on experiences and a rich, consumable text to support the learning of science concepts which makes learning personal, relevant, and engaging for students.

Social Studies/History: Minnesota's 2004 social studies standards were recently updated and put into effect

in 2013. Social Studies at Monroe is the interdisciplinary study of citizenship and government, economics, geography and history. Students develop the content knowledge, skills and dispositions necessary to be informed and engaged citizens in the contemporary world. ELA and math standards are embedded in Social Studies instruction.

Health: The classroom health curriculum follows the national health standards covering the following topics: health promotion, health-enhancing behaviors, communication skills, decision-making skills, goal setting and advocating for personal, family and community health. Health and nutrition topics are also embedded in physical education classes.

2. Other Curriculum Areas:

At Monroe, our non-core subjects are another key to our students' success. All students at Monroe attend special area classes daily for a 50-minute period: Media and Technology, Music, Physical Education, or Visual Arts.

Media and Technology: Classes focus on analyzing information and communicating using traditional and digital formats. These skills are built upon each year to enhance reading and writing skills. Students have become responsible online digital citizens through the use of computers and iPads. In our media classes metacognitive strategies are reinforced for reading with a purpose. Students are engaged through interactive read-alouds, author studies, exposure to different genres of literature, the use of text and e-resources, note taking and research skills. All of the assessments in media are tied to the Minnesota English Language Arts Standards in Speaking, Viewing, Listening and Media Literacy Benchmarks K-5. Students culminate their work with a multimedia project.

Music: In music children learn to sing, play, listen, read, compose and dance/move. They are taught to understand world history and how cultures work to achieve excellence through the disciplines of rehearsing and performing. Fractions are reinforced through learning rhythms and reading music. The world music drumming curriculum is unique to Monroe and was provided through a grant. Through the Game Plan music curriculum students are provided a repertoire rich in folk literature, nursery rhymes and traditional singing games.

Physical Education: The focus of our physical education classes is to empower all students with the knowledge and skills to sustain a physically active and healthy lifestyle. Physical education units are taught to coincide with long-range reading plans. This supports the teaching of high frequency words, children's literature, and letter recognition.

Visual Arts: The school's visual arts program supports classroom learner outcomes specifically focusing on the genre of fairy tales, geometric shapes, overlapping design and perspectives. Research skills and projects are supported by using iPads to learn about artists and art history.

Behavior Supports: Positive Behavior Interventions and Supports (PBIS) lessons have been created and delivered to all students K-5. At the start of each school year and again in winter, all students learn how to show PRIDE (Preparedness, Respect, Integrity, Determination and Excellence). This language is pervasive throughout Monroe. Activities are planned at all school events a couple times a year to celebrate how we show PRIDE. Student-led videos have captivated the school body to reinforce desired student expectations. Additionally, monthly counseling lessons are delivered to all students K-5 each year. Topics include: conflict resolution, positive choice-making skills, vocabulary for problem solving, listening skills and respect.

Academic Supports: Our students use many e-resources to enhance our core curriculum. MyON Reader, an online library, personalizes reading for all K-5 students by recommending books based on their interests, reading level and ratings of books they have read. Accelerated Reader is a computerized reading management program where students increase comprehension skills and are accountable for meeting reading goals. Reading Eggs is a fun and motivational online reading resource which has lessons and phonics games.

All Monroe students have access to online paid subscriptions to PebbleGO, Tumblebooks, and MacKin Via to promote and enhance reading at school and at home. The available fiction and nonfiction titles reinforce state standards and core curriculum. Our 5th grade students have access to an online program in IXL language arts. This is a tool used to practice and further enrich the common core state standards in language arts. IXL math is offered to all students K-5. This online tool is about more than just numbers. Topics are approached from multiple perspectives, offering a variety of visual representations to accommodate different learning styles.

Math Masters and Word Masters are available to any motivated student who qualifies for an enriched learning atmosphere. Math Masters is an after-school program which challenges students to use critical thinking skills and problem-solving abilities in mathematics. Word Masters is a vocabulary competition that develops thinking skills through the completion of analogies.

3. Instructional Methods and Interventions:

Standards-based instruction is the basis for student learning. Standards-based instruction provides guidance and support to all students and staff working toward the predetermined learning objectives, maintaining alignment to the standards as we develop instructional activities and determining the effectiveness of our instruction in students learning the standards. The instructional practices used to meet the standards include differentiation, leveled materials and the integration of technology.

Teachers meet regularly in professional learning communities to set and revisit instructional goals. We are continually developing and adjusting common formative assessments while examining student work. Based on formative and summative assessments, student academic needs are addressed through placing students by tier following the RTI model. Tier 1 students are on or above grade-level. Tier 2 students are a bit below grade-level and need slight modifications and extra practice. Tier 3 students are below grade-level and benefit from small-group interventions. These groupings change often as new data is collected and studied. All students participate in What I Need (WIN) time during the day. This 30-minute block is a chance for students to work in leveled groups according to their need.

Students who qualify for Title I are provided research-based programs. These programs align with our state standards. Delivery of service is determined by student needs and abilities. Interventions vary from small group to one-on-one instruction and occur in both push-in and pull-out formats.

Special education teachers collaborate with classroom teachers to provide the necessary accommodations and modifications to maintain placement of students with disabilities in core instruction. In addition, special education teachers provide supplemental instruction and monitor individual progress to meet student needs. Assistive technologies such as talk to text, individualized leveled programs (IXL, myON Reader, and Benchmark Literacy) and interactive literature allow struggling learners to grow in the classroom.

Mankato Area Public Schools also has established programming which allows students with exceptional talent to grow. Our most talented learners encounter numerous opportunities for differentiation beginning at the elementary level. Embedded in each curricula are differentiation options for classroom teachers to implement. The district assesses all students starting in grade 2 with the Cognitive Abilities Test (CogAT). Based upon the data gathered from this assessment, along with the NWEA (Northwest Evaluation Association) percentile, academic needs are addressed. Beginning in 3rd grade, students who qualify for our talented learners program are clustered. Cluster teachers are provided additional professional development and standards-based enrichment materials to enhance classroom curriculum.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Minnesota Comprehensive Assessments (MCA) are summative, criterion-referenced tests that annually assess the progress of students and schools in the areas of reading and math. Monroe strives for proficiency and growth for all students.

We are celebrating success because we have an overall trend of high math proficiency scores for the last five years. High percentages of students meeting and exceeding the standard can be attributed to teachers' understanding of data analysis and math enrichment opportunities for students at Monroe.

We have also had success in reading for the past five years. In 2012-2013, when a new MCA test was released with significant increases in rigor, we saw a decrease (down to 74%) in proficient students. Since then we have put an emphasis on improving instruction as we continue to learn about the Minnesota ELA standards. The increase in reading proficiency scores in 2013-2014 is a reflection of improving our instruction by aligning our instruction to the ELA standards. We continue to plan professional development around balanced literacy and reading instruction to help improve the effectiveness of instruction around the ELA standards, create tiered interventions and make data-driven decisions for students.

Monroe has an achievement gap in reading and math with our Special Education (SPED) student group. In Math, we have begun closing the achievement gap in the last three years going from a 42% to a 37% to a 14% gap in achievement between our SPED and non-SPED students. We believe that this is a reflection of our collaborative efforts focused on goal setting, data analysis and differentiated instruction.

In reading, the gap has stayed at a consistent 30% for the last three years. All teachers continue to collaborate about instruction on the ELA standards, improving intervention supports and focusing on student achievement at the individual level.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

As a district, schools set SMART (Specific, Measurable, Attainable, Realistic, Timely) goals based on MCA results in reading and math. The goals are set with a formula to reach 100% proficiency by 2018. At Monroe, we set SMART goals to close the achievement gap in all student groups.

We also use the NWEA's Measure of Academic Progress (MAP) test. This is a formative, nationally-normed assessment that predicts proficiency on the MCA. We look at both NWEA growth and overall percentile for all student groups. Collaboratively, we use the DesCartes learning statements and continuum tools to plan instruction to meet our grade-level SMART goals. Goal-setting focused on growth targets and strand data is used to set individual student goals.

Another assessment used formatively at Monroe is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS are a set of procedures and measures for assessing early literacy skill acquisition from kindergarten through 5th grade. They are short fluency measures used to monitor the development of early literacy and reading skills. DIBELS data for each assessment (fall, winter, and spring) is analyzed at the building and grade-level. The results are the primary measures used to tier and steer students for reading instruction focused on fluency and comprehension. Any student who does not meet benchmark in all categories of this assessment is progress monitored throughout the school year. The progress monitoring scores are used to make instructional decisions and to evaluate effectiveness of reading interventions.

Mankato Area Public Schools have many systems in place to communicate with a variety of stakeholders. Central office administration announces the results of MCAs through the community newspaper and the district system accountability report. Other local media report MCA results each year. Parents and community members can find MCA assessment reports on the Minnesota Department of Education website.

Part VI School Support

1. School Climate/Culture

The culture at Monroe Elementary School may very well be the catalyst that sets the tone for all our success; Academic, social, and emotional success for our students and professional, social, and emotional success for our staff. The connections between students and staff promote a healthy climate of warmth, acceptance and nurturing. This climate promotes the students' and staff's desire to strive for high performance and to be part of a winning team.

For all who enter Monroe, the PBIS (Positive Behavioral Interventions and Supports) motto of PRIDE directs all that happens at our school. Preparedness, Respect, Integrity, Determination and Excellence are the driving forces behind daily conversations and interactions that lead to strong connections that bind everyone together. The expectation is that all students can achieve at high levels at Monroe, academically and behaviorally. In a recent climate survey, 100% of parents who responded agreed or strongly agreed with the statement, "I am proud that my child is a student at Monroe."

Our Science Fair not only supports academic growth but encourages family involvement and draws community members to serve as judges. Social and emotional growth is strengthened with our Artist of the Month and music Bravo Award acknowledgements. Older students have numerous opportunities to develop leadership skills as lunchroom helpers, reading buddies, ice skating helpers, and Kindergarten Round-Up assistants. Acknowledging individual talents and strengths is encouraged on our PRIDE wall with students displaying photos of how they show PRIDE outside of school. This validates each child's uniqueness and supports our belief in educating the whole child.

The culture at Monroe clearly creates an environment where teachers feel valued and supported. Teachers feel that they are trusted professionals and are allowed to use their discretion in making instructional decisions. Staff also has a very strong network to provide support: our leadership team, Continuous Improvement Coach, social worker, counselor, psychologist, and several district and school level mentors for new teachers. All of these factors leave teachers feeling highly regarded, which in turn, fuels our positive climate.

The Monroe school climate keeps students engaged and motivated to do their best. They are eager to do well, take ownership in what their role is in their learning and feel successful in all their endeavors. Monroe is a school where all are valued, and as a result, learning occurs at high levels and students are happy to be a part of Monroe Elementary.

2. Engaging Families and Community

Engaged families and community members contribute to student academic achievement and a positive school climate at Monroe Elementary.

Family attendance at various activities outside of the regular school day is excellent. Before the school year begins, we hold entrance conferences, which allow teachers, students, and parents to get to know each other on a one-to-one basis. At entrance conferences in September of 2014, 99.6% of Monroe students had at least one parent/guardian attend their child's conference. Parents attend fall and spring conferences to learn more about their child's successes and challenges. A high percentage of children also have one or more parents attend these dialogues about academic, behavioral and social successes and areas for growth. Activities such as fall Open House, Title I math, reading and technology gatherings, concerts and play performances are supported by staff members and well attended by family members.

In addition to these, our Parent Teacher Organization (PTO) is highly motivated to engage families in activities that are educational and fun. Scholastic Book Fairs and Student Fine Arts Fairs are examples of educational activities that draw families into the school setting. The PTO sponsors school carnivals, field trips, snacks for special events (reading theme celebration, Read Across America Day) and technology

integration (iPads in the classrooms, additional computer lab). Artist-in-Residence programs are a part of the additional learning opportunities at Monroe that are sponsored by the PTO.

Partnerships are the cornerstone of our success. Monroe is able to access numerous volunteers from the community to help support learning in classrooms and after school programs. The Promoting Respect Workshop (PRW) is a community program for students in Mankato Area Public Schools. The lessons presented by trained community facilitators focus on specific diversity related topics geared toward our community's changing needs.

Mankato Area Public Schools have partnership agreements with our local universities. It is through this access that we are able to experience added value and greater student achievement when university students come into our building as pre-education students getting their first taste of working with children to block students learning to work with small groups of students and as teacher candidates who co-teach with our experienced staff members.

Educating responsible, well-rounded, empathetic students for tomorrow is a partnership among families, school and community. This endeavor is successfully taken on by the Monroe community.

3. Professional Development

The Mankato Area Public Schools' professional development approach is designed to enhance instruction with the intent of improving student learning. Professional development is rooted in daily learning, is standards-based and is closely tied to student achievement. Our job-embedded professional development is a real-time part of a teacher's daily work. It includes both on-going collaboration and reflection focused on improving instructional practices.

Professional Learning Communities at Monroe provide a venue for teachers to analyze data related to student achievement, plan for students' unique needs, determine an instructional response and reflect on successes and challenges. Teachers and support staff (principal, reading intervention teacher, Continuous Improvement Coach, special education teachers, special area teachers) are able to collaborate about aligning the standards with our current resources.

Benchmark Literacy is a resource recently adopted by our district. In order to support teachers as we implement this new resource, summer trainings and consultant visits have occurred. Dialogue following the visits allows for teachers to problem solve, ask questions and share ideas. Cross-building grade-level collaborations at various times during the year generate discussion around literacy standards. Classroom observation protocols, based on a balanced literacy approach, are used by the principal and Continuous Improvement Coach. These protocols are the foundation for conversations aimed at facilitating change in teacher practice and ensuring the implementation of the resource with fidelity.

Monroe's building improvement plan includes a technology focus, which lends itself to professional development around empowering teachers to grow in their use of technology. Our vision is for 80% of teachers to utilize technology along the SAMR (Substitution, Augmentation, Modification, Redefinition) model weekly to engage students and enhance student learning. Monthly trainings are held to provide teachers with support around this goal.

Our Continuous Improvement Coach supports teachers with embedding the ELA standards and standards-based instruction. They also regularly work with staff to align curriculum and use data to drive decisions. Through meeting with staff, they promote the implementation of research-based instructional strategies.

Frequent job-embedded professional development is essential to staff members' ability to effectively reflect on problems and solutions to best meet the needs of our unique learners. Professional development is rooted in our daily learning, which leads to greater student achievement.

4. School Leadership

The philosophy of leadership at Monroe Elementary has been straightforward □ value each other. Our principal believes in creating positive relationships with staff, students and families. In building these positive relationships, he leads by example and we are inspired to do the same. Family first is the core of our educational community. We care about, and take care of, each other. Students and their families know we care. When students know they are cared for, they take ownership in their learning and partner to create a successful learning environment.

Leadership at Monroe has encouraged and empowered staff to be thoughtful, deliberate and forward-thinking about implementation of new curricula, directives and initiatives. During the process of learning, teachers and staff progress at a pace that is comfortable yet pushes toward growth with an eye toward the ultimate goal of increased student achievement.

Our leadership teams support staff and student growth. The Monroe Leadership Team provides direction in decision-making related to building goals and initiatives. The team is made up of representatives from grade-levels, our Continuous Improvement Coach and principal. The PBIS Team drives our school culture. This team consists of staff from around the building that want to ensure the culture of our school continues to be positive. The Problem Solving Team (PST) brainstorms behavioral and academic interventions. At these meetings, teachers discuss students that need academic or behavior support. The team works with the teachers to determine interventions and supports that can be provided. Our PST also meets monthly to look at academic and behavioral data for all students. Our Professional Learning Community teams (PLCs) focus on specific student data and goals related to curricular areas. Once a month, we begin school two hours late so that PLCs can meet for an uninterrupted period of time. PLCs meet informally during the week as well. Staff members also utilize their strengths to take on leadership roles within their grade-level teams.

Mankato Area Public Schools' core mission of "assuring learning excellence and readiness for a changing world" aligns well with our beliefs at Monroe. Classrooms at Monroe have the district's core values (Integrity, Respect, Excellence, Adaptability, Responsibility, Engagement and Collaboration) posted as reminders of high expectations for students and staff alike. With these values as the driving force behind our actions and words, students are provided with a framework for daily success, which in turn, leads to the nurturing of tomorrow's leaders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	90	85	88	88	90
exceeds standards	41	41	52	43	40
Number of students tested	61	79	65	74	76
Percent of total students tested	98	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	92	82	81	82	82
exceeds standards	29	30	53	32	26
Number of students tested	24	27	32	25	27
2. Students receiving Special Education					
meets standards and above	82	57	57	50	69
exceeds standards	35	29	36	14	31
Number of students tested	17	7	14	14	16
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	91	86	94	90	90
exceeds standards	42	41	60	44	42
Number of students tested	55	70	53	68	72
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	95	95	87	88	88
exceeds standards	65	62	52	49	46
Number of students tested	74	77	69	75	83
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	88	91	79	75	82
exceeds standards	50	58	32	29	29
Number of students tested	24	33	19	24	17
2. Students receiving Special Education					
meets standards and above	63	73	46	77	85
exceeds standards	50	46	18	39	30
Number of students tested	8	11	11	13	20
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	96	97	90	90	88
exceeds standards	67	65	53	52	46
Number of students tested	67	69	62	67	72
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	81	72	78	75	84
exceeds standards	32	33	15	31	43
Number of students tested	72	69	72	81	74
Percent of total students tested	100	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	67	52	69	72	78
exceeds standards	22	26	7	17	19
Number of students tested	27	23	29	18	27
2. Students receiving Special Education					
meets standards and above	75	22	46	56	73
exceeds standards	38	0	8	0	18
Number of students tested	8	9	13	16	11
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	84	76	80	79	87
exceeds standards	33	36	17	31	44
Number of students tested	64	62	66	68	68
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	76	72	92	92	82
exceeds standards	15	17	70	68	58
Number of students tested	61	79	64	74	76
Percent of total students tested	98	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	68	68	94	88	67
exceeds standards	9	14	71	64	44
Number of students tested	22	28	31	25	27
2. Students receiving Special Education					
meets standards and above	59	29	71	64	56
exceeds standards	6	0	50	36	25
Number of students tested	17	7	14	14	16
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	76	72	93	93	85
exceeds standards	15	18	72	69	60
Number of students tested	55	71	54	68	72
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	82	78	91	87	84
exceeds standards	27	21	55	47	51
Number of students tested	73	78	69	75	83
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	77	82	85	79	82
exceeds standards	14	15	40	33	53
Number of students tested	22	33	20	24	17
2. Students receiving Special Education					
meets standards and above	63	50	64	84	75
exceeds standards	25	0	9	31	35
Number of students tested	8	10	11	13	20
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	82	80	92	88	86
exceeds standards	27	23	58	49	50
Number of students tested	66	69	62	67	72
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessments</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	86	74	81	98	86
exceeds standards	32	19	38	54	41
Number of students tested	72	69	72	82	74
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	89	74	69	100	82
exceeds standards	19	13	17	53	26
Number of students tested	27	23	29	19	27
2. Students receiving Special Education					
meets standards and above	50	56	54	88	55
exceeds standards	13	11	8	44	9
Number of students tested	8	9	13	16	11
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	88	78	82	99	88
exceeds standards	33	19	39	51	41
Number of students tested	64	62	66	69	68
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: