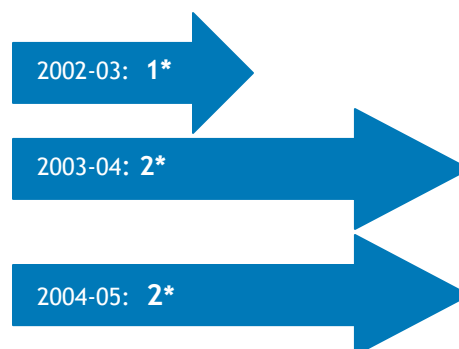


# On the Right Track 4: Program Improvement Schools and Districts Making a Difference in Student Achievement

## Monroe Elementary School Hanford Elementary School District

Enrollment	521
Grade span	K-6
Location	Hanford
County	Kings

Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2004-05



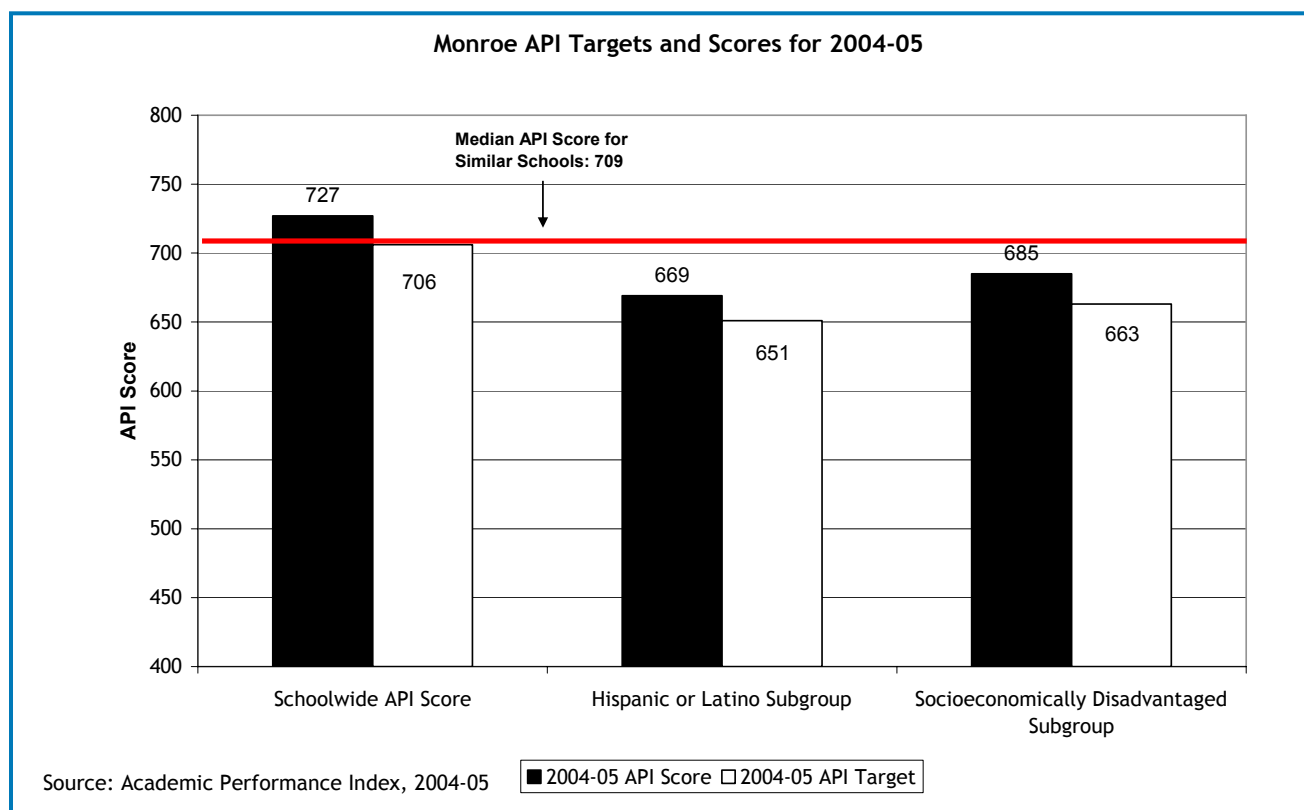
\*Similar Schools Rank, 2002-03 to 2004-05

### Decile Rankings

	2002-03	2003-04	2004-05	Growth Over 3 Years
Similar Schools Ranking	1	2	2	+1
Statewide Ranking	3	4	4	+1

Source: Academic Performance Index, 2002-03 through 2004-05

### 2004-05 API: Schoolwide and Subgroup Scores



## How Monroe Targets Academic Rigor

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### **Key to Improved Student Performance:**

Raise the instructional level and eliminate nonessentials within instructional time.

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- Increase instructional time, minimize classroom disruptions, and raise the instructional level.**  
 All instruction at Monroe is expected to focus on standards-based instruction—especially in reading, writing, and math—to help students progress towards proficiency.
- Constantly build teacher capacity and leadership.**  
 Monroe’s principal regularly visits classrooms to observe and provide feedback on instruction; her goal is to build the staff capacity and instructional leadership of Monroe’s teachers.
- Center professional conversations around students and instruction.**  
 In addition to other professional development opportunities, Monroe’s staff attend a voluntary professional book study centered on modifying instruction to meet the students’ needs.

## Students

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### **Vision Statement:**

If you imagine it and believe it, you will achieve it.

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	Monroe	Statewide Average
<b>Percent students eligible for free/reduced price meals</b>	<b>43%</b>	<b>49%</b>
Percent students with parent education level at high school degree or greater	30%	79%
Percent minority students	50%	69%
<b>Percent English learner (EL) students</b>	<b>8%</b>	<b>25%</b>
Percent Spanish speaking EL students	88%	85%
Percent EL students with Beginning or Early Intermediate English fluency	45%	20%
Percent EL students with Intermediate English fluency	35%	33%
Percent EL students with Early Advanced or Advanced English fluency	19%	48%
<b>Percent special education students</b>	<b>&lt;1%</b>	<b>11%</b>
Percent students with Specific Learning Disability (SLD) or Speech or Language Impairment (SLI)	83%	74%
<b>Percent students with non-Specific Learning Disability (SLD) or Speech or Language Impairment (SLI) disability</b>	<b>17%</b>	<b>26%</b>

Source: California Basic Educational Data Systems (CBEDS), 2004-05

## How Monroe Uses Data to Contribute to Student Success

- **Use standards to guide clear and concise instruction.**  
Monroe’s standards-based report card, pacing guides aligned to standards, and benchmark assessments help teachers determine how to implement a standard in the classroom.
- **Evaluate data regularly to assess student needs and modify instruction.**  
Teachers use monthly assessments and districtwide benchmarks to reevaluate reading groups and adjust student placements as indicated by the data. Data are also used to reflect on the teaching and learning process to help teachers provide students with an instructional program that is “just right for them.”
- **Make time to talk about data and ways to modify instructional strategies to meet students’ needs.**  
Monroe’s principal meets regularly with individual teachers to analyze student data, identify student needs, and plan targeted instruction. Teachers also share and discuss data with the principal in grade-level teams, deciding next steps for instruction based on data trends.

## Teachers

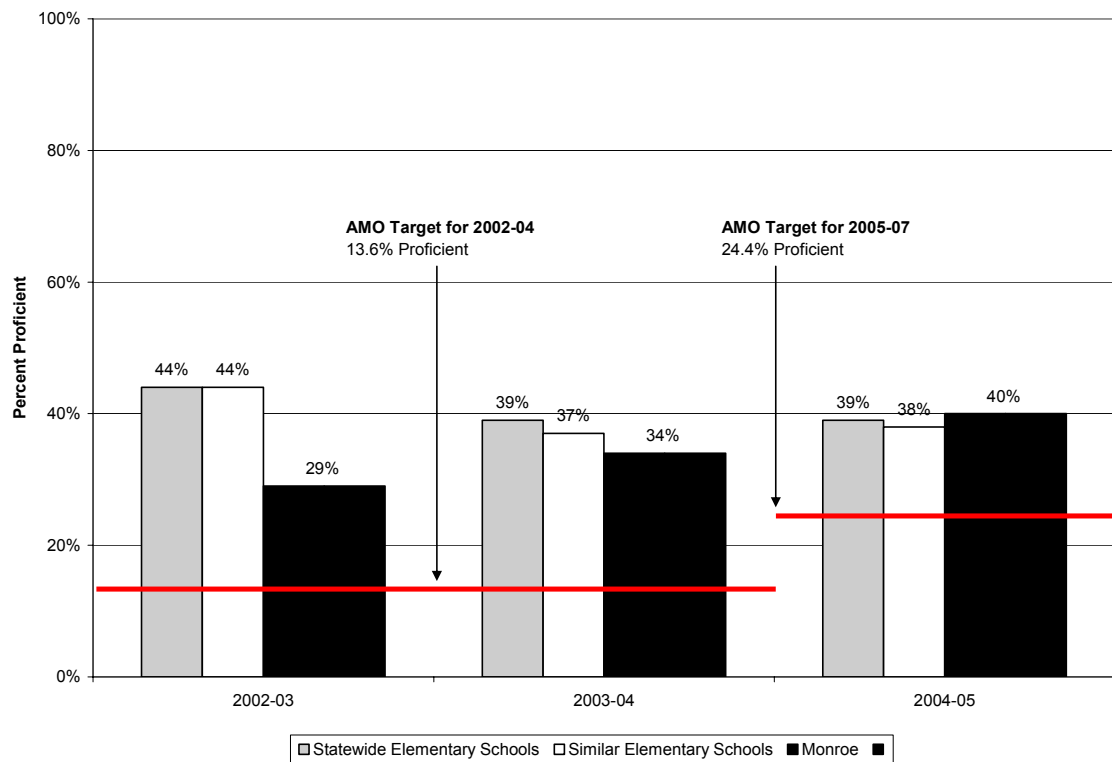
	Monroe	Statewide Elementary School Average
Total Administrators	2	1
Total Pupil Services (counselors, nurses, etc.)	0	1
Total Teachers	24	25
Students per Teacher	22	20
Average Years in Education	10	13
Percent of First or Second Year Teachers	2%	11%
Percent Teachers with greater than Bachelor's Degree	100%	85%
Percentage with Full Credential	96%	96%
Total Paraprofessionals	6	10
Total Office Staff/Clerical	2	1

Source: California Basic Educational Data Systems (CBEDS), 2004-05

## How Monroe Provides Instructional Leadership

- **Build in support to allow administrators to spend time in the classroom.**  
Monroe modified its administrative team structure to focus on instructional support-allowing the principal to spend more time in classrooms.
  - Monroe’s School Operations Officer, formerly known as the school secretary, is responsible for operations and logistics related to school operation.
  - Monroe’s peer advocate provides counseling, leads peer groups, and gives support for day-to-day student discipline.
- **Develop instructional leadership and support on-site.**  
Monroe’s learning director (rather than a vice principal) conducts staff development, coaches teachers, models lessons, and provides direct instruction to students. The school also has a full-time literacy coach who works with teachers individually and in small groups.

## Annual Measurable Objective (AMO) Progress Over Time: CST ELA



Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2002-03 to 2004-05

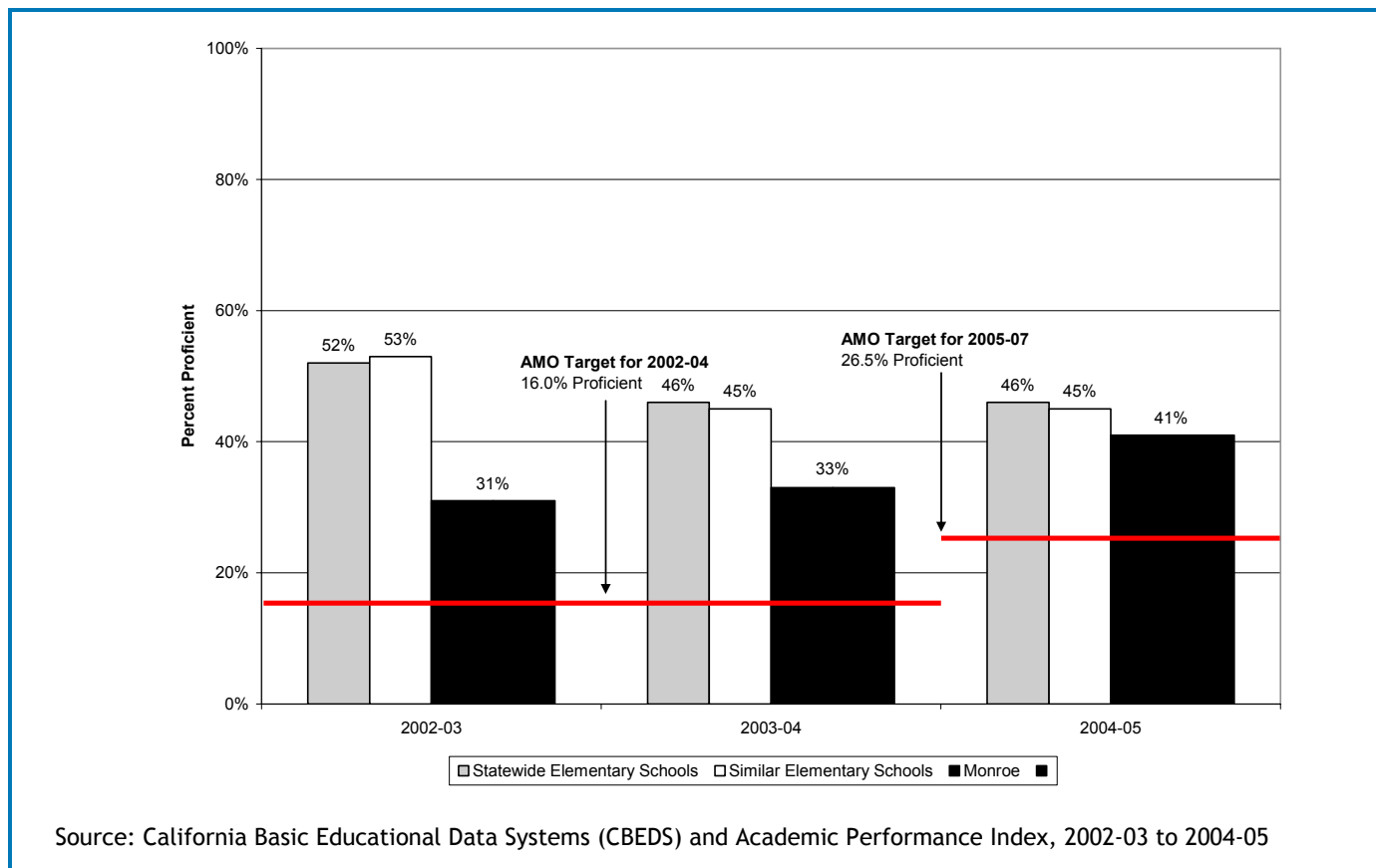
## How Monroe Targets ELA Achievement

- Explicitly focus on English Language Arts instruction.**  
 Monroe's staff are expected to spend 90 minutes each day on ELA instruction at every grade level.
- Invest in materials to support students' progress towards proficiency.**  
 Monroe has invested heavily in a diverse selection of classroom and school library books to ensure that reading materials meet the instructional needs of all students in each classroom.
- Use differentiated instruction to target student needs.**  
 As part of Monroe's instructional program, staff aim to provide instruction that is precise, strategic, and differentiated to help students progress toward grade-level proficiency.

### Key to ELA Success:

Set high expectations and assess student needs regularly to maintain a high quality instructional program.

## Annual Measurable Objective (AMO) Progress Over Time: CST Math



## How Monroe Uses On-Site Staff Development

- Use administrators as instructional leaders.**  
 Monroe's administrative team actively participates in staff development and continuously models and demonstrates lessons for staff.
- Create a cycle to support the implementation of professional development.**  
 Monroe's learning director and literacy coach work in two-week cycles, spending the first week demonstrating lessons in a particular academic area and the second week observing, coaching, and providing feedback to teachers.
- Encourage teachers to observe and support each other.**  
 Monroe introduced "classroom learning walks" to de-privatize instruction, with the goal of identifying good instruction happening in the school as well as areas in need of assistance. Teachers regularly receive release-time to observe their colleagues at Monroe and other district sites.

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**Key to Success:**  
 "Don't tell staff what to do—demonstrate it!"

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