



2016 - 2017

Annual Report

October 2017

Monona Grove School District 5301 Monona Drive Monona, WI 53716

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“Promoting Excellence for Global Opportunities”



Message from the Superintendent

Focused on Improving Student Learning for All



Daniel Olson

When it comes to our school district, our schools, and our service to the community, Monona Grove School District is committed to student learning and developing each child’s belief in self.

We know we have remarkable students filled with potential. We know we have a dynamic workforce of teachers and staff who strive everyday to provide students with engaging opportunities to learn and grow. To help focus our work and measure our progress, the Monona Grove School District has developed a strategic plan, and within that plan we have three goals identified in the Strategic Area of Teaching and Learning:

- Goal 1: All students will successfully reach rigorous learning standards without need for intervention because of, in part, our teachers’ effective use of an integrated and comprehensive service delivery model.
- Goal 2: Technology will be effectively integrated into teaching and learning so that all students are positively impacted and achieving at high levels
- Goal 3: Students will develop the personal qualities and life skills needed to successfully navigate their world, and schools will proactively respond to all students’ social and emotional needs in order to facilitate healthy relationships, increase academic achievement, and decrease problem behaviors.

We invite you to look inside for an update on

the progress we’ve made on the Strategic Plan, especially in the area of teaching and learning. For a complete progress update on the Strategic Plan, we have posted it to our website.

Another accomplishment this year involved our building projects. On page 8, we have provided citizens with an update on current projects, and outline a plan for future planning.

This annual report is only a snapshot of the work we accomplish each year in the school district. We invite you to stay informed, and if we can be of service, please feel free to contact us.

Sincerely,
Daniel W. Olson, EdD
Superintendent



STRATEGIC PLAN 2016-2020

In July 2016, the Board of Education approved the Strategic Plan of the Monona Grove School District. The plan includes five focus areas.

VISION:

MGSD is a student-focused culture that empowers continuous learners to embrace global opportunities and excellence.

MISSION:

The mission of the MGSD is to enhance achievement for all students by cultivating a desire for learning and instilling social responsibility.

We will achieve this by...

- Building positive relationships among students, staff, parents, and community.
- Working together to inspire and engage students in meaningful learning opportunities by using research-based practices to address individual academic and social/emotional needs.
- Providing a safe and healthy environment that fosters respect and culturally responsive practices.
- Attracting, retaining, and developing a diverse, high-quality staff.
- Using resources efficiently and effectively.



TEACHING AND LEARNING

- **Implement a high quality instructional service delivery model** – All students will succeed in reaching rigorous learning standards because of teachers' use of an integrated and comprehensive service delivery model.
- **Leverage technology to enhance teaching and learning** – Students will be positively impacted and achieve at higher levels due to effective use of technology in teaching and learning, using the SAMR and Triple E models to guide integration.
- **Deliver and expand a continuum of services for social and emotional learning** – Students will develop the personal qualities and life skills needed to successfully navigate their world and schools will proactively respond to all students' social and emotional needs in order to facilitate healthy relationships, increase academic achievement, and decrease problem behaviors.



GUARANTEE EQUITABLE OPPORTUNITY, ACCESS AND OUTCOMES

- **Build capacity** – Staff will recognize and effectively respond to personal, implicit, and systemic biases and barriers that limit access and opportunities in order to ensure an equitable learning environment and school community for all students and families.



HIGHLY EFFECTIVE PERSONNEL

- **Recruit and retain diverse and effective personnel** – The district will develop and implement systematic methods to recruit and retain diverse and highly effective personnel, enabling the district to achieve its mission.
- **Develop and engage all personnel** – Personnel will engage in professional development opportunities, offered and supported by the district, allowing personnel to contribute in meaningful ways to students and their learning.



ENGAGE THE COMMUNITY

- **Implement strategies to ensure effective and timely communication with stakeholders** – The district and its stakeholders will engage regularly in responsive and ongoing two-way communication so that students, families, district employees, and the community are united with common goals and purpose.



FINANCIAL SUSTAINABILITY AND EFFICIENCY

- **Plan for financial sustainability and communicating needs and progress** – The district will develop a transparent and sustainable financial plan that supports the district's goals and is understandable to all stakeholders.
- **Heighten efficiency** – The district will increase operational efficiency in order to enhance the overall financial sustainability of the district.

PROGRESS MONITORING

Annually, the overarching goals of the Strategic Plan will be reviewed. One-year SMART* Goals will include action plans with benchmarks for progress monitoring, arranged into three cycles ending December, March, and June. Progress on goals will be reported to the Board of Education after each cycle.

*SMART stands for specific, measurable, actionable, reasonable and time-specific.



Strategic Plan: Emphasizing Teaching and Learning



TEACHING and LEARNING

Due to the efforts of the Monona Grove School District team across all schools, progress was made in all areas of the Strategic Plan.

Success Indicators are summarized here. More detailed information is available in the progress report linked to the district website.

Goal 1 Success – Academic Indicators from standardized testing

3rd Grade Reading Achievement, measured by results on Spring MAP, showed an increase from 57% of all 3rd grade students achieving at the 65th percentile to 63% of all 3rd grade students meeting or exceeding that benchmark.

8th Grade Math Achievement, measured by results on Spring ACT Aspire assessment, showed a 3% increase in percentage of students identified as College and Career Ready in math. The percentage of students meeting or exceeding the Readiness Benchmark grew from 62% of 8th graders to 65% of 8th graders.

11th Grade Academic Achievement was measured using the composite score on the ACT

assessment, administered in March. Previously, the composite score, which averages students' scores in English, reading, mathematics, and science, was at 22.3 for MGHS. The results for 2016-2017 for 11th grade showed an increase in the composite score to 23.

Our growth in these academic indicators are influenced by the ongoing work with our integrated service delivery model that ensures each student is learning in a classroom with high expectations and high quality curriculum, using effective instructional practices.

Looking forward to 2017-2018, our academic achievement indicators will remain consistent, focusing on 3rd grade reading achievement, 8th grade math achievement, and 11th grade ACT achievement. These same indicators are used by the state for Wisconsin School Report Cards and allow us to externally compare our achievement progress with that of other districts throughout the state.

Goal 2 Success – Teacher self-reporting on technology indicators

Through monthly teacher professional development during faculty meetings and our 1st annual MG Tech Camp, teachers became

more intentional about their use of technology to enhance teaching and learning. Specifically, our district faculty has been using the SAMR and Triple E frameworks to assist with effective use of technology. Developed by Dr. Ruben Puentedura, the SAMR model, which stands for Substitution, Augmentation, Modification, and Redefinition, allows teachers to plan for integration of technology for learning at different levels for different purposes. In 2011, the Triple E framework was developed by Professor Liz Kolb of University of Michigan to help teachers evaluate their technology decisions. Teachers consider students' Engagement, Enhancement, and Extension in their lesson design. Together, SAMR and Triple E provide excellent ways for our teachers to intentionally integrate technology to promote high levels of learning. In addition, our district IT staff has continued the acquisition of Chromebooks so that all students in grades 3-12

Continued on page four

Strategic Plan: Addressing All Areas of Instruction and Operations

Strategic Plan update...Continued from page three

have 1:1 access to technology during 2017-2018, with students in grades 7-12 being able to bring their devices home as well.

Looking forward to 2017-2018, our district will continue its use of a survey tool to gain information from teachers and from students about their use of technology in teaching and learning and monitor the impact on student achievement.

Goal 3 Success – Creation of Mental Health and Wellness Plan

Monona Grove School District recognizes the complex and evolving nature of supporting students as learners and as people. In our schools, we are engaged in efforts to address student needs as proactively as possible so that students feel safe and that they are able to form healthy relationships. From this, academic achievement will increase and problem behaviors will decrease.

Throughout 2016-2017, school and district staff joined together to form a Mental Health Workgroup. With support from CESA 2 and by using the Wisconsin School Mental Health Framework and its Needs Assessment, the team established a plan to address the mental health and wellness needs of students and staff in Monona Grove. Team members conducted school and district-level needs assessment, identified priority areas and developed a multi-year plan. The group also engaged in training related to Trauma Sensitive Schools and researched best practices in screening and assessment for social-emotional skills and needs. The team also applied for and was accepted into the statewide Trauma Sensitive Schools Project.

High School Sportsmanship Team

The Monona Grove High School (MGHS) Sportsmanship Team is comprised of students who participate in a wide array of athletics and activities. Athletic Director, Jeff Schreiner, established the MGHS Sportsmanship Team last year.

Sportsmanship Team members include Gabi Arnold (11), Morgan Ellingson (12), James Giftos (11), Savvi Green (11), Jake Havertape (10), Trenton Herber (11), Taylor Knudtson (12), Marshall Lehmann (12), Will Schreiner (10), and Jackson Thomsen (12). The group will continue to add new members each year as students graduate and new classes move into the school.



In addition to representing Monona Grove in a positive light and promoting sportsmanship, the Sportsmanship Team members have participated in specific activities to spread positive sportsmanship both within the high school and throughout the district in their everyday lives.

Key events the team participated in over the past year included: team members attended a WIAA sportsmanship summit



GUARANTEE EQUITABLE OPPORTUNITY, ACCESS AND OUTCOMES

Goal 4 – Staff will recognize and effectively respond to personal, implicit, and systemic biases and barriers that limit access and opportunities in order to ensure an equitable learning environment and school community for all students and families

Progress Made: Staff from all schools participated in restorative practice training and school teams attended the National Integrated Comprehensive Systems for Equity Institute and Academy. Throughout the district, faculty and administration continue to build their understanding of and their skills in confronting inequity in our system. Regular review of our building level data tied to behavior shows some improvement for students identified as ELL and students who identify as two or more races. Removing barriers to student learning remains a constant focus of all district work for every district employee.



HIGHLY EFFECTIVE PERSONNEL

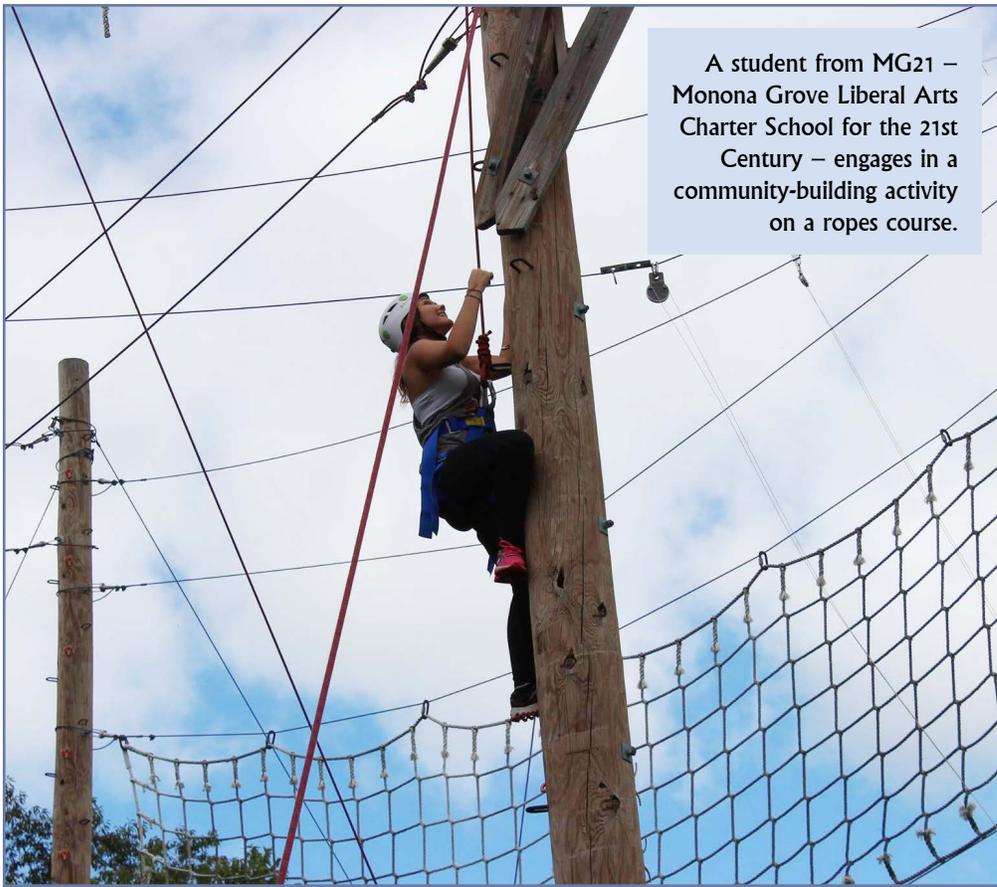
Goal 5 – The district will develop and implement systematic methods to recruit and retain diverse and highly effective personnel, enabling the district to achieve its mission.

Progress Made: District personnel in conjunction with the board and the MGEA continued to review the teacher compensation plan and made revisions. The minimum salary at each level has been increased and salary adjustments were made to address some internal inequities in pay. In addition, district personnel attended recruitment fairs and other opportunities for promotion of our district to diverse candidates. Also, questions on the district application for employment have been updated to allow for better recognition of diversity in the candidate pool.

A quantitative indicator of success is seen in the School Perceptions Survey data connected to the statement "It would take a lot to get me to leave the district." Responses showed a .14 increase from staff, showing more are feeling a commitment to our district.

Goal 6 – Personnel will engage in professional development opportunities, offered and supported by the district, allowing personnel to contribute in meaningful ways to students and their learning.

Progress Made: To address professional learning for all staff, clerical meetings were held quarterly to facilitate



A student from MG21 – Monona Grove Liberal Arts Charter School for the 21st Century – engages in a community-building activity on a ropes course.

MGHS Sportsmanship Team

...Continued from page four

in Stevens Point with the purpose of addressing citizenship and sportsmanship issues with students, student-athletes, adult fans, advisors, parents and booster clubs; developing plans to improve or maintain good sportsmanship; defining appropriate behavior; and setting sportsmanship expectations as a means to educate. Students handed out Sportsmanship Suckers which included messages promoting sportsmanship at two home basketball games, spreading the message of positive sportsmanship amongst students and parents.



Last spring, the team made posters to show support of Winnequah School and Cottage Grove School students for their end of year fun runs. Team members visited the schools to interact with the elementary-aged students and share their message of sportsmanship.

Team members paid a visit to Nelson's Bus Service, taking a cake to the drivers as a thank you for their help in making athletics and activities at Monona Grove possible. The team thanked the custodial staff and grounds crew for their help in preparing for events at the high school.

The positive work of the Sportsmanship Team continues as a focal point in the Monona Grove Community! Thank you to all involved for being a role model.

ongoing learning related to their job and teachers participated in professional development throughout the year during faculty meetings and inservice times. Two specific professional development offerings during 2016-2017 were an MG Tech Camp, which provided choice to educators related to technology professional development, allowing personalization for them and an all-district 4K-12 subject-specific curriculum professional development to allow cross-district conversations and sharing.



ENGAGE THE COMMUNITY

Goal 7 – The district and its stakeholders will engage regularly in responsive and ongoing two-way communication so that students, families, district employees, and the community are united with common goals and purpose.

Progress Made: This year the district conducted Staff and Parent Engagement Surveys and analyzed results for successes and opportunities to improve. Also, the Board of Education

appointed community members to the Community Engagement, Communications and Government Relations Committee and district administrators reviewed the District Communication Plan and identified possible next steps for improved implementation.



FINANCIAL SUSTAINABILITY AND EFFICIENCY

Goal 8 – The district will develop a transparent and sustainable financial plan that supports the district's goals and is understandable to all stakeholders.

Progress Made: Over the course of the 2016-2017 school year, the Business Services Department collected, documented and reviewed the processes that were performed over the course of the fiscal year. From this, an updated and user-friendly process manual is being constructed. This clarity around financial processes improves overall understanding of funding and spending throughout the district.

Goal 9 – The district will increase operational efficiency in order to enhance the overall financial sustainability of the district.

Progress Made: Business services personnel reviewed all three phases of the McKinstry Projects and identified areas of possible efficiency district wide to enhance overall financial sustainability.

ACADEMIC TESTING RESULTS

The results of our district-wide academic programming should always be students who feel engaged, capable, and prepared. Serving our students well is our highest priority and we take pride in our ability to offer strong academic programming that meets our students' needs on many levels. The district monitors and adjusts programming to ensure that this important work of preparing students well continues to be done effectively.

Standardized assessment measures provide one way for the district to monitor the effectiveness of our programming. Certain benchmark assessments along the 4K-12 school experience provide the district with a way to check progress of students and affirm effectiveness of academic programming. These assessments include the ACT for Juniors, ACT Aspire for Freshmen and Sophomores, Measures of Academic Progress (MAP) for grades 3-7, and DIBELS for grades K-2.

Beginning in the 2014-15 school year, the State of Wisconsin required that all 11th grade students participate in the ACT assessment. Prior to this requirement, MGHS tested the majority of its Junior class for many years, thus we do have longitudinal data tied to this college-readiness standardized assessment.

ACT Longitudinal Performance

Testing Area	National Benchmark	2013-2014*	2014-2015	2015-2016	2016-2017
English	18	22.2	23.7	22.3	22.8
Mathematics	22	21.7	22.5	21.8	21.6
Reading	22	22.2	23.4	22.2	22.7
Science	23	22.5	23.2	22.8	22.7
Composite	1-36	22.3	23.3	22.4	22.7

*ACT Graduate results, not junior year testing

These Composite Score results for MGHS and MG21 11th grade students show repeated performance above the state and national norms and competitive results with our neighboring districts in Dane County.

Beginning in 2014-15, the State of Wisconsin required all 9th and 10th grade students to participate in the ACT Aspire assessment. This data allows school districts to predict the college and career readiness levels of their students as they progress toward graduation.

ACT Aspire Performance

Percentage of Students who are Ready and Exceeding based on ACT Benchmarks	Spring 2015	Spring 2016	Spring 2017
Math – Grade 9	48.8%	55.9%	53.8%
Reading – Grade 10	53%	57%	57.4%
Math – Grade 9	44.6%	47%	52.7%
Reading – Grade 10	48.7%	46.6%	56.2%

The District has used Measures of Academic Progress (MAP) as an assessment to assist with monitoring student performance and curriculum programming effectiveness since 2003. Students participate in reading and math assessments every spring so that the District can review the Spring to Spring progress yearly. MAP is aligned to College and Career Readiness similarly to ACT Aspire and ACT.

MAP Longitudinal Performance

Percentage of Students who are Meeting or Exceeding based on District College Readiness Benchmark	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Math – Grades 3-7	58.45%	56.01%	58.20%	59.65% *Grades 3-6 only
Reading – Grades 3-7	60.25%	61.79%	61.04%	61.94%

With our earliest learners, we focus our assessment on literacy using DIBELS – Dynamic Indicators of Basic Early Literacy Skills. For students to be successful throughout their schooling, they must be strong readers. The DIBELS assessment results allow us to monitor our students abilities in literacy to ensure they are developing strong skills.

DIBELS Longitudinal Performance

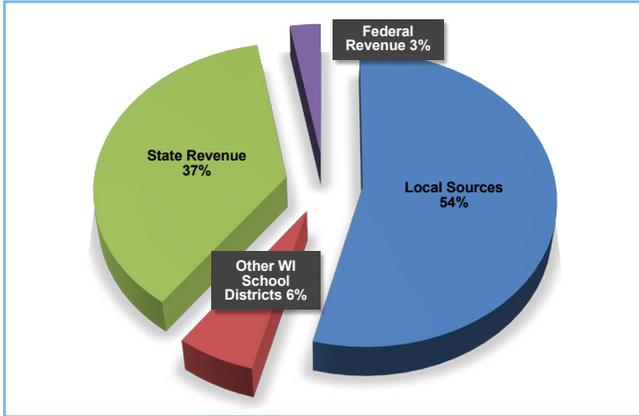
Percentage of Students who are Meeting based on District Benchmark (Composite)	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Grades K-2	81.20%	80.18%	79.87%	78.84%

MGSD currently has 291 teachers serving our 3,400 students. Our dedicated teaching staff, 53% who hold advanced degrees, focus on honing their exemplary teaching and learning practices so that they can successfully support each learner.

2016-2017 BUDGET OVERVIEW

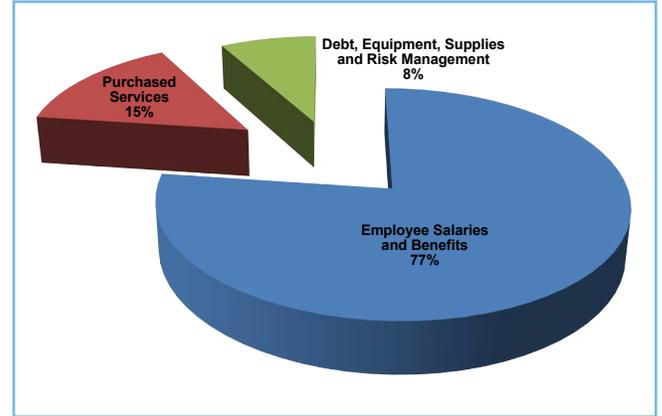
Revenues for Funds 10 and 27

Where does the funding come from for the General Fund (Fund 10) and Special Education Fund (Fund 27)? The main revenue source for the Monona Grove School District is from local sources (54% of all revenue in Fund 10 and 27), of which are property taxes and student fees. State categorical aid which includes Equalization Aid, Special Education Aid and other categorical aid is 37% of our budget.



Expenditures for Funds 10 and 27

How does the district spend the funds it receives? The majority of the money that the district receives in our General Fund (Fund 10) and Special Education Fund (Fund 27) is on personnel. As you can see from the graph, 77% of the district budget is on salaries and benefits.



Tax Levy

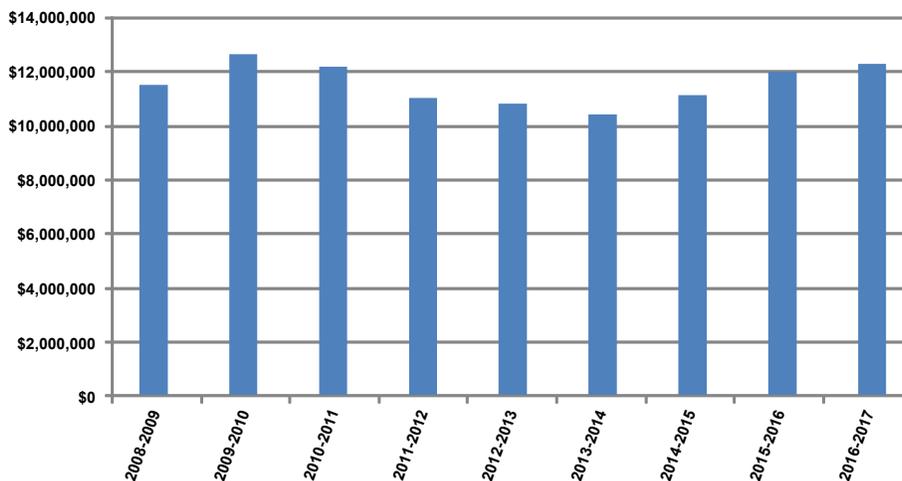
Fund	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
General Fund (Fund 10)	\$18,187,817	\$18,402,312	\$18,946,673	\$18,895,942	\$18,686,132	\$21,697,838
Non-Referendum Debt Service (Fund 38)	\$271,036	\$370,560	\$559,077	\$615,988	\$651,712	\$596,965
Referendum Approved Debt Service (Fund 39)	\$4,481,778	\$4,567,940	\$4,837,408	\$4,922,110	\$5,026,488	\$4,929,626
Community Service Fund (Fund 80)	\$245,240	\$153,048	\$245,240	\$245,240	\$315,250	\$275,000
Total Levy	\$23,185,871	\$23,493,860	\$24,588,398	\$24,679,280	\$24,679,582	\$27,499,429

Mill Rate

Fund	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
General Fund (Fund 10)	\$10.26	\$10.23	\$10.68	\$10.32	\$9.76	\$10.66
Non-Referendum Debt Service (Fund 38)	\$0.15	\$0.21	\$0.32	\$0.34	\$0.34	\$0.30
Referendum Approved Debt Service (Fund 39)	\$2.53	\$2.54	\$2.73	\$2.69	\$2.63	\$2.49
Community Service Fund (Fund 80)	\$0.14	\$0.09	\$0.14	\$0.13	\$0.16	\$0.14
Total Mill Rate	\$13.08	\$13.06	\$13.85	\$13.48	\$12.89	\$13.89

Equalization Aid

Changes in the Amount of State Aid Directly Affect the Local Tax Levy



Facilities Planning Underway

The Monona Grove Board of Education has established a Facilities Advisory Committee, taking a significant step in its comprehensive and phased approach to facilities planning. The committee, which will consist of up to 20 community members from throughout the district, has been charged with developing facilities options and providing advisory recommendations to the Board.

Creation of the committee represents an important second phase in the district's facilities planning process.

Long-range facilities planning in Monona Grove began in 2015. Following completion of a comprehensive facilities assessment and after months of study by the district's previous facilities committee, the Board approved several preliminary facilities planning recommendations:

- Develop a grade configuration to create predictable and realistic transitions for students;
- Maximize existing space within district buildings while maintaining manageable sized schools;

- Develop a capital maintenance plan that addresses immediate and long-term needs and ensures facility equity for all schools;
- Create a plan for surplus real estate where revenue is generated for the district or the properties are effectively repurposed;
- Create a central location for [athletics] competition and reduce the use of rented [athletics] facilities.

The newly-created Facilities Advisory Committee is expected to build upon this important foundation of work. The Board has asked the committee to analyze different facilities options and determine which option(s) best meets the district's current and future capacity, capital maintenance and learning environment needs. The committee is expected to provide final advisory recommendations by spring of 2018 and regularly report progress.

Eppstein Uhen Architects has been hired to provide expertise and guidance to the district, Board and Facilities Advisory Committee throughout the facilities planning process.



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