



2015 - 2016

Annual Report

October 2016

Monona Grove School District 5301 Monona Drive Monona, WI 53716

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"Promoting Excellence
for Global Opportunities"



Message from the
Superintendent

Strategic Plan + Successful Referendum = Bright Future



Daniel Olson

The 2015-2016 school year concluded on a high note with the successful passage of an operational referendum. The overwhelming community support for our schools will help mitigate years of state-imposed budget constraints on our school district. Our District taxpayers supported an increase of \$2.6 million to the annual operating budget for each of the next five school years in order to sustain or update curriculum, technology, personnel, equipment purchases, and facility maintenance.

While we will address all five areas in the 2016-2017 budget, our first-year focus has been on personnel and technology. We have increased our certified staff by over 12 FTE in order to

reduce or maintain class sizes and to provide additional support for our students. We have also increased support staffing by reinstating night custodian and library educational assistant positions that were lost due to budget reductions in previous years.

The 2016-2017 budget also includes an investment in teacher salaries to implement our new teacher compensation plan in order to remain competitive in attracting and retaining highly qualified teachers. New investments in technology includes replacing outdated teacher workstations with new laptops for every teacher, additional student devices which bring us closer to our goal of 1:1, and updating the district-wide wireless network.

The new school year also brings attention to

our recently adopted 2016-2020 strategic plan. The development of the plan was a collaborative process that involved many stakeholders. The strategic planning committee included parents, teachers, support staff, District administration, community members and a School Board member.

The purpose of the plan is to bring focus to our most essential work over the next four years as we continue our commitment to continuous improvement. As stated in the plan, "we believe that the strategic plan articulates important areas of focus and meaningful goals that, when accomplished, will continue to place Monona Grove School District in the top of highly effective places for students to learn and highly sought after places to live."

Continued on page four

Monona Grove High School Science Teacher, Juan Botella (center), received the Presidential Award for Excellence in Mathematics and Science Teaching. The award represents the highest honor bestowed by the United States government, specifically for K-12 mathematics and science. Shown with Mr. Botella are, left, Dr. John Holdren, Assistant to the President for Science and Technology and Director of the White House Office of Science and Technology Policy, and, right, Dr. Joan Ferrini-Mundy, Assistant Director of the National Science Foundation (NSF).



Teacher Receives Presidential Award for Excellence

Monona Grove High School Science Teacher, Juan Botella, recently received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). The award represents the highest honor bestowed upon an educator by the U.S. government, specifically for K-12 mathematics and science. He was one of 213 mathematics and science teachers named by President Obama as a recipient of the prestigious award.

Mr. Botella has had a dramatic impact on hundreds of Monona Grove High School students for over 11 years while he has been teaching science at the High School. His passion for learning runs deep. He currently teaches Advanced Placement Physics, Physics, Astronomy, and Climate and Weather. He uses scientific modeling aligned with the Next Generation Science Standards, where students apply problem solving skills to uncover the rules that govern their world. "Monona Grove High School is proud to have Juan Botella represent the Science Department and the high school. The networking that Juan maintains with higher education, the

research community, and the National Science Foundation helps to inform our programming for students," said Dr. Paul Brost, principal.

The awards were presented to the educators at a ceremony in Washington, D.C. in September. While in Washington, Mr. Botella participated in the Active Learning in STEM education symposium in which he was selected as one of 12 teachers out of 208 to share his approach to active teaching.

"This award should not be seen as my award but should be seen as a District award."

**— Juan Botella,
MG Science Teacher**

According to Mr. Botella, engagement with research inspires students' imagination. He brings current research to his classroom, drawing on his participation in scientific expeditions. He spent three months on an Antarctic oceanographic vessel as a PolarTREC teacher in 2011, travelled to Chilean Patagonia with three high school students in 2014, and is scheduled for a South Pole deployment in 2017 with the Wisconsin IceCube Particle Astrophysics Center. While away from the classroom, Juan blogs to connect students to adventure and discovery. Upon his return, he uses these experiences to enrich his classroom lessons.

Mr. Botella appreciates the support of the staff that he works with and the District. "There are many other great teachers in our District. I've learned so much from the teachers that I work with every day. This District is amazing

because we have a lot of collaboration among teachers. This award reflects the work that we do in our science department and the support we receive at the high school and District level. This award should not be seen as my award but should be seen as a District award. We are doing great things here," said Mr. Botella.

Mr. Botella holds a B.S. in oceanography from the Universidad Autónoma de Baja California, México, a M.S. in physical oceanography from Centro de Investigación Científica y Educación Superior de Ensenada, México, and a M.S. in oceanography from the Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. His teaching certifications are for high school physics and earth science.

Winners of the award are selected by a panel of distinguished scientists, mathematicians, and educators following an initial selection process at the state level. Winners of this Presidential honor receive a \$10,000 award from the National Science Foundation to be used at their discretion, and are invited to Washington, D.C. for an awards ceremony, as well as educational and celebratory events, and visits with members of the Administration.

"The recipients of this award are integral to ensuring our students are equipped with critical thinking and problem-solving skills that are vital to our Nation's success," President Obama said. "As the United States continues to lead the way in the innovation that is shaping our future, these excellent teachers are preparing students from all corners of the country with the science, technology, engineering, and mathematics skills that help keep us on the cutting-edge."



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.



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.

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.

2015-2016 ACADEMIC AC

For the past few years, the District has prioritized a closer look at how our students experience curriculum and instruction in their classrooms. This work on instructional service delivery is key to meeting the diverse interests and needs of our students and closing gaps in opportunity, access, and achievement among our varied learners. We are working on transforming the instructional delivery to become more engaging and relevant. To maximize the academic achievement and personal growth of each student, we will regularly review and adjust curriculum so that it builds on students' interests, challenges them based on their ability level, and connects with learning styles.

The District is beginning its third year with Wonders, an aligned reading program at the elementary level to ensure instructional fidelity across the school district. As with any new curriculum implementation, we discovered some aspects that needed revision in order to effectively meet our students' needs. This third year will be our best year of implementation yet because our teachers are feeling comfortable with the Wonders programming and know it well enough to be able to make adjustments and add supplemental materials so that our students are engaging in meaningful literacy experiences.

Monona Grove High School offers a wide variety of pre-college experiences at the secondary level, including advanced placement (AP) and dual credit offerings. High school faculty continue to use College and Career Readiness Standards in their curriculum and assessment development for courses so that each and every student is prepared for the path s/he chooses after high school. We offer comprehensive and innovative programming outside the core curriculum designed to meet students' diverse needs and interests.

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

Superintendent's Message

Continued from page one

We are grateful for the incredible community support in the Monona Grove School District. Working together, we are able to continue our strong tradition of providing innovative instructional programs, as well as rewarding co-curricular opportunities important to building essential student skills.

Sincerely,
Daniel W. Olson, Ed.D.
Superintendent



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ACHIEVEMENT

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 2014-2015 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.

Testing Area	National Benchmarks	2012-13*	2013-14*	2014-15	2015-16
English	18	23.5	22.2	23.7	22.3
Mathematics	22	22.7	21.7	22.5	21.8
Reading	22	22.8	22.2	23.4	22.2
Science	23	23.3	22.5	23.2	22.8
COMPOSITE	1-36	23.2	22.3	23.3	22.4

*ACT Graduate results, not junior year testing

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

In 2014-2015 and in 2015-2016, 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.

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

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.

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

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.

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

MGSD currently has 291 teachers serving our 3400 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.

Community Provided Outstanding Support

On April 5, 2016, the voters of the Monona Grove School District approved an operating referendum that provides \$2.6 million for each of the next five school years to support:

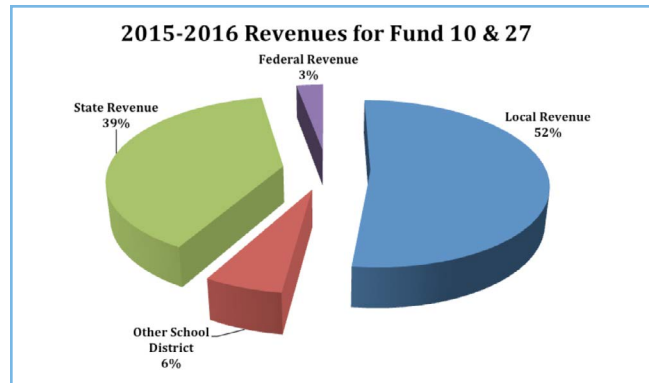
- Teaching positions to support critical learning for students of all abilities, including those seeking Advanced Placement (AP) courses and students with special needs.
- Effective class sizes to contribute to optimal learning environments for all students.
- Curriculum and updated course materials to support our educational goals and alignment to current standards in our neighboring districts and state.
- Upgraded technology infrastructure and equipment now essential to teaching and learning.
- Building maintenance and safety upgrades in our existing schools.

Thank you!

2015-2016 BUDGET OVERVIEW

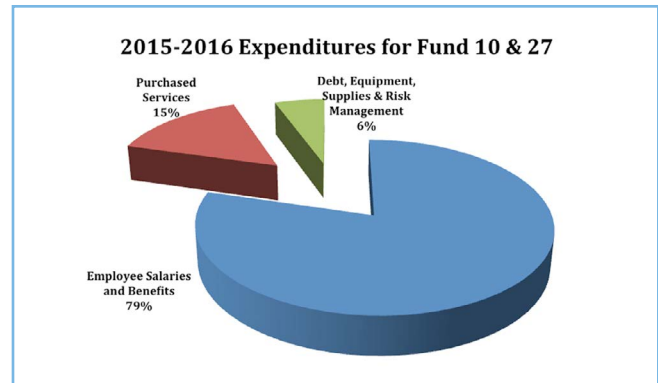
Revenues

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 (52% 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 39% of our budget.



Expenditures

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, 79% of the District budget is on salaries and benefits.



Tax Levy

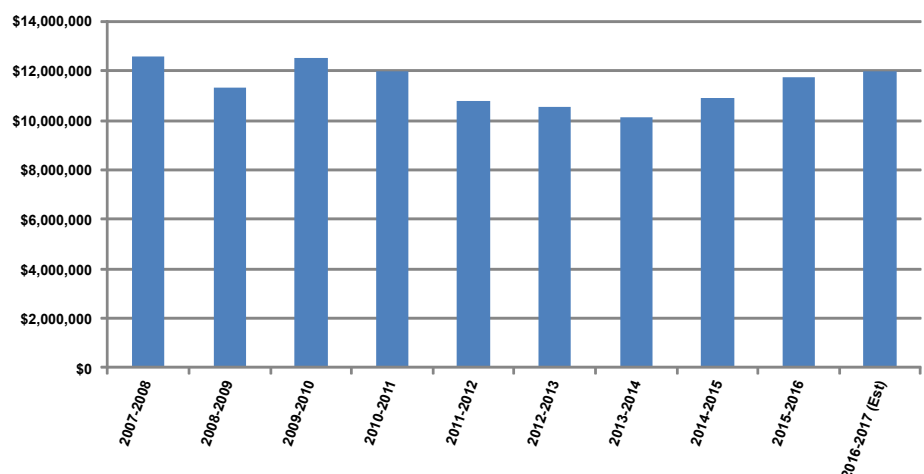
Fund	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 Projected
General Fund (Fund 10)	\$18,187,817	\$18,402,312	\$18,946,673	\$18,895,942	\$18,686,132	\$21,625,259
Non-Referendum Debt Service (Fund 38)	\$271,036	\$370,560	\$559,077	\$615,988	\$651,712	\$596,965
Referendum Approved Debt Service (Fund 39)	\$4,481,778	\$4,567,940	\$4,837,408	\$4,922,110	\$5,026,488	\$4,929,592
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	\$27,426,816

Mill Rate

Fund	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 Projected
General Fund (Fund 10)	\$10.26	\$10.23	\$10.68	\$10.32	\$9.76	\$10.86
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	\$2.48
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	\$13.78

Equalization Aid

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



2016 Equity & Service Delivery

The Monona Grove School District has a long history of working toward equitable outcomes for students and the recent identification of district goals in the areas of equity, social and emotional wellness, and service delivery is indicative of that ongoing commitment to ensuring success for all students. Several related initiatives are underway that support this commitment to equity and social justice. All of these efforts have required staff leadership from all buildings and we are very grateful for the generous commitment of time and effort from teachers, student services team members and administrators.

SERVICE DELIVERY

Beginning in 2014, a service delivery leadership team was developed with the purpose of working to improve outcomes for students through alignment of support services. The impetus for this work was an evaluation of district-wide data that indicated an overidentification of students of color and students experiencing poverty receiving pullout academic and behavioral intervention in addition to a lack of progress in closing previously-identified opportunity gaps for students of color, students with disabilities, English learners and students experiencing poverty. One pertinent example of an opportunity gap included below and recognized by the MGSD teachers and staff is college and career readiness as indicated by ACT results.

STATE ACT DATA

In 2015-16, district leaders and building teams continued to engage in professional development facilitated by Dr. Elise Frattura and other educational leaders in an effort to understand the history of marginalization in schools and

Grade 11 Average Composite Score	Spring 2015	Spring 2016
Overall Average Score (all students)	23.3	22.3
Students <i>not</i> Experiencing Economic Disadvantage	23.9	22.9
Students Experiencing Economic Disadvantage	20.4	19.5
Students <i>without</i> Disabilities	23.6	22.8
Students <i>with</i> Disabilities	17.1	16.9
White Students	23.8	22.7
Black Students	18.2	16.4
Hispanic/Latino Students	21.3	22.0

to work toward developing a more comprehensive and integrated framework to guide the provision of instructional support to students. This work has been grounded in the district's longstanding commitment to reducing achievement, opportunity, and equity gaps between and among groups of students while simultaneously focusing on the identification and application of educational best practice in ways that serve all students well. In July 2016, a team of 14 people attended the National Leadership for Social Justice Institute at UW-Madison. This 5-day immersion experience prepared staff for leadership roles in building capacity in this area.

RESTORATIVE PRACTICES

Monona Grove School district has continued a partnership with the YWCA in an effort to expand restorative practices in our schools and a number of staff members have participated in multiple days of in-depth equity and restorative practices training facilitated by YWCA staff. Glacial Drumlin School is now in their 4th year of implementation, and the High School is embarking on their second year of restorative practices. Feedback from both school teams has been positive and staff involved have reported a positive effect on school climate and student discipline.

Many may be familiar with the concept of restorative justice as an alternative to traditional school discipline, with the foundational assumption that a community can work together to collaboratively and collectively

resolve problems in a way that focuses on repairation versus punishment. In addition to providing a more effective disciplinary response, another goal of Restorative Practices is to create and maintain a positive school climate that keeps students in school by building community and engaging in the "circle process". In this model, trained student "Circle Keepers," with the support of a staff member, facilitate circles with their peers. Staff and students from both schools have been trained in the circle process, and are encouraged to use it on an ongoing basis.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)

Since 2010, Monona Grove School District has been on a journey toward district-wide implementation of Positive Behavior Intervention and Supports (PBIS), a multi-tiered, proactive framework for teaching and responding to student behavior in the school setting. The underlying theme involves teaching behavioral expectations in the same manner as any core curriculum subject. Schools identify and focus on three to five behavioral expectations that are positively stated and easy to remember. Effective implementation requires extensive training for teams and ongoing professional leadership and growth. We are proud to share that all five schools in Monona Grove have reached and maintained fidelity with universal implementation and that Winnequah School was recognized for the second time as a "School of Merit" by the Wisconsin RtI Center for their effective PBIS practice.

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*Board of Education, pictured below,
front row, left to right: Jeff Simpson,
Peter Sobol, Dean Bowles;
back row, left to right: Jenifer Smith,
Susan Fox, Keri Robbins, Susan Manning.*

