

GULF of FLORIDA
Edmund Blunt
HYDROGRAPHER



CHARTING THE COURSE

To Excellence in the Monroe County Schools

Project 127

Summary Report

June 12, 2018



To Excellence in the Monroe County Schools

Project 127

Team Members – “Aspiring Leaders”

Christina Belotti – Marathon Middle High School

Kelli Brower – Plantation Key School

Cynthia Haupt – Horace O’Bryant School

Mauriah Pepper – Gerald Adams Elementary School

Trevor Smith – Gerald Adams Elementary School



To Excellence in the Monroe County Schools

Barrier:

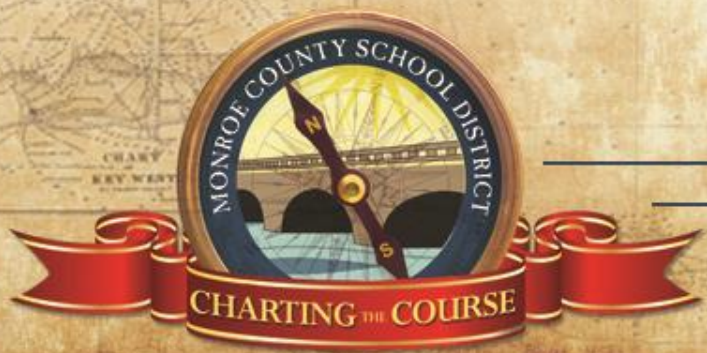
Lack of Successful FSA Qualifying Score

Data:

- Several students had no or very few concordant test score opportunities
- Several students had multiple PERT opportunities without success – no effective intervention

Solution: Expanded Concordant Test Score Opportunities

- PERT, ACT, SAT
- MCSD did add School Day SAT opportunity for all students
- Add ACT summer and/or fall concordant score test opportunity
- Need to add test preparation “boot camps” – PERT, SAT, ACT
- Differentiated preparation for ELL and ESE students



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Barrier:

Environmental Factors (Push, Pull, Fall)

Data:

- Student identified reasons for drop out – stress from family or money issues, drugs/bad friend influence, social/emotional distress
- Disproportionate representation of EL students
- Overall percentage of Hispanic males that do not graduate is increasing
- Extremely low percentage of students who enter Adult Education are receiving a diploma or GED
- Students withdraw at a variety of times/stages – not just during senior year
- Percentages of students in each category are consistent from 2016 and 2017



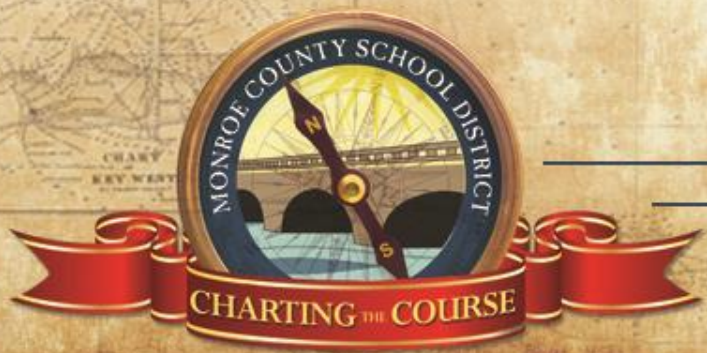
To Excellence in the Monroe County Schools

Barrier:

Environmental Factors (Push, Pull, Fall)

Solution: Early Individual Intervention

- Intervention must be early – Middle Skill – with a focus on soft skills and motivation, not just academics.
- AVID is an important and effective support
- “Be The One” initiative – attaching a teacher to each at risk student (GAE)
- Middle School/High School transition – set students up for success
- Treat the student not the symptom – grades are just a symptom.
- How do we measure/monitor emotional growth/status.
- Community involvement – mentoring
- “School Text Tips” could provide additional, confidential information



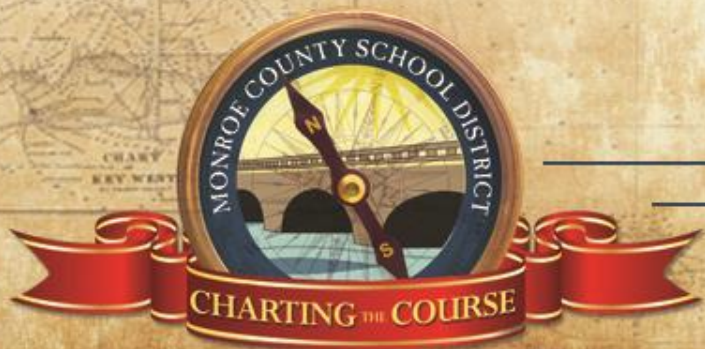
To Excellence in the Monroe County Schools

Barrier:

Community of Residence/Cultural Expectations/Mobility

Data:

- Chronic absenteeism
- Grade retentions – 2 or more = “overage student”
- Neighborhood clusters of non-graduating students – Stock Island
- Late entry into Monroe County Schools – particularly EL students
 - o 2017 - 32 students entered MCSD in MS or HS.
 - o 2016 – 18 students entered MCSD in MS or HS.
- 4 or more in-district transfers
 - o 2017 - 13 students had 4 or more in district transfers in elementary and MS
 - o 2016 – 10 students had 4 or more in district transfers in elementary and MS



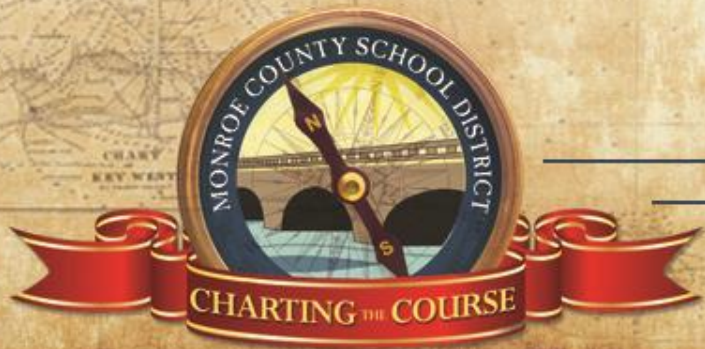
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Barrier:

Community of Residence/Cultural Expectations/Mobility

Solution: Change the norm/expectations

- Pay attention to early warning signs (i.e. attendance, grade retention)
- Use Focus student information system to “flag” at-risk students
- Policies and procedures to better manage in-district transfers
- Parent/community engagement
- Mentoring – particularly at the MS level
- Think small – create small group learning opportunities in and beyond the classroom
- Rethink schedules – flexible start/end times.
- Invest in pre-K education



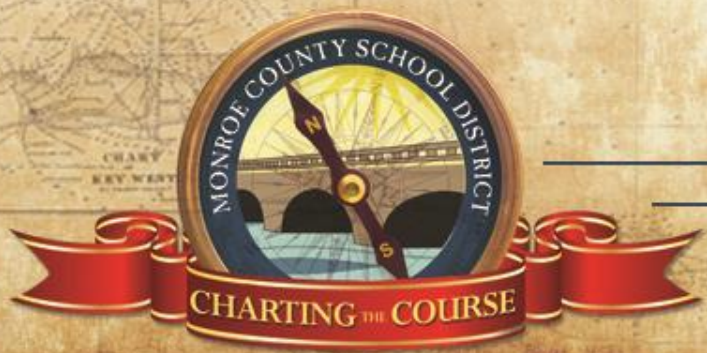
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Barrier:

English Learner Students (EL)

Data:

- Overall MCSD graduation rate;
 - 2017 MCSD – 79.2%, State of FL – 82.3%
 - Increase from 2013 – MCSD +7.9%
- EL student graduation rate < their peers
 - 2017 MCSD – 51.7% (30 of 58), State of FL – 67.3%
 - Increase from 2013 – MCSD +10.9%
- FSA/ELA is the biggest obstacle for EL students.
- Some EL students were not able to maintain 2.0 GPA, Some also had high absenteeism.



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Barrier:

English Learner Students (EL)

Solution: Create pathways and supports for EL students

- 18 credit graduation pathway may be appropriate for some EL students, particularly late entries.
- Deeper understanding of EL student needs – Basic Communication Skills (BICS) is not enough. Cognitive Academic Language Proficiency (CALP) is essential for student success.
- Integrated blended learning environment – “Newcomers Class”
- Implementation of MCSD EL resources with fidelity.
- Use of STAR Spanish to guide initial schedule placements.
- Access to multiple concordant score opportunities PERT/ACT/SAT
- EL Summer School Programming at all schools.
- Parent engagement – establishing graduation/success pathways for EL students.



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