x Monument Academy School Board, May 17

Board hears school accountability survey results

Board self-assessment

MA school board member Scott Saunders reviewed the

board self-assessment results. The board self-assessment

By Jackie Burhans

The Monument Academy (MA) school board met on May 17 to review the board self-assessment and listen to the School Accountability Advisory Committee (SAAC) survey results.





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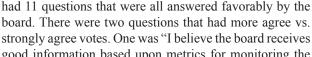












board. There were two questions that had more agree vs. strongly agree votes. One was "I believe the board receives good information based upon metrics for monitoring the school's performance." The other one was "I believe the board has approved current and appropriate mission, vision and strategic plan with measurable objectives and targets for monitoring strategic initiatives." Both questions had two "strongly agree" and four "agree" votes.

In the comments, one suggestion was to implement a better metric around school discipline management. Almost everybody felt the board was committed to being unified with no personal agendas. There were also two comments suggesting improving communication. One comment was about improving communication with parents, teachers, and staff. Another suggestion was to have board members more involved with teachers in the classroom.

SAAC report

Al Brown, a non-parent member of SAAC, presented a report on the 2016 End-of-Year Survey to the board. The SAAC used SurveyMonkey to survey 1,783 parents and got 193 responses (11 percent). The questions were identical to those of previous years to be able to track trends. They also sent 856 iPad surveys with 245 responses (29 percent).

Brown noted that pre-K survey responses were overwhelmingly positive, elementary school responses were mostly positive, and middle school responses were mixed. The iPad survey results recognized some benefits but also had a number of concerns. The 700 comments were all over the map, with both positive and negative comments for given individuals or groups, according to Brown.

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Concerns that show up across all respondents include improper use of internet and technology (IT), bullying, and security. The term "improper use" showed up repeatedly. Brown noted that this should be a top priority. He indicated that there are good policies and procedures, but they need to be consistently enforced and continually reviewed.

Brown then reviewed schoolwide recommendations as well as recommendations for pre-K, elementary, and middle school populations. Schoolwide recommendations include updating parent resources when school starts, more communication and transparency, additional physical activity, and improved security and facilities. Many of the recommendations are already being worked on by staff, Brown said. Pre-K respondents want to see more challenging curriculum for math, language arts, and art and would like a weekly e-mail so parents can prepare kids for the week; this will fall to the new director. Pre-K parents also would like to see an improvement in students modeling core virtues. Brown noted that the Character First program is really good, but the issue is that everyone has to walk the talk, including parents, board, administration, and teachers.

Brown reported elementary school concerns around academic improvement. Respondents want MA to look at the Spanish program, use the technology more effectively, continue emphasis on science, and offer more variety in creative arts projects. A lot of these things are already in progress, said Brown.

According to Brown, middle school responses were more polarized with a number of people tremendously positive and a number who wonder who, if anybody, is in charge. A number of questions had to do with the dress code with some disagreement, but most respondents wanted to stay the course and see consistent enforcement. In foreign language, comments asked to continue improving the program. The school is adding French and adding a lead language. Again, respondents said Character First modeling need to be improved. There was a lot of concern about the Canvas Learning Management System (LMS) and how it's being used. There is a new version and new training coming soon. Parents did not think the snow day or weekend homework policy worked very well. Parents want to see improved communication when their child is struggling or falling behind to provide early intervention. Parents want to see the math program strengthened.

The separate iPad survey had relatively low positive scores from students and parents on questions such as using iPads effectively, iPads improving the academic program, age restrictions, communication, helpfulness with homework, assignments, homework, etc. More positive were responses on iPads helping with teacher communication, research, and accessing information. Brown recognized that, in the last several weeks, the administration has been meeting with the technology staff and parents and shifted the emphasis on the program to emphasize the iPad as an academic tool with no more games or personal applications. Tools are in place at the server level to monitor what is on the kids' iPads. It will be important



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