



Mountain View
Whisman
School District

Mariano Castro Site Plan

Theresa Lambert, Principal
October 2018





Mountain View
Whisman
School District

The Story of Mariano Castro Elementary

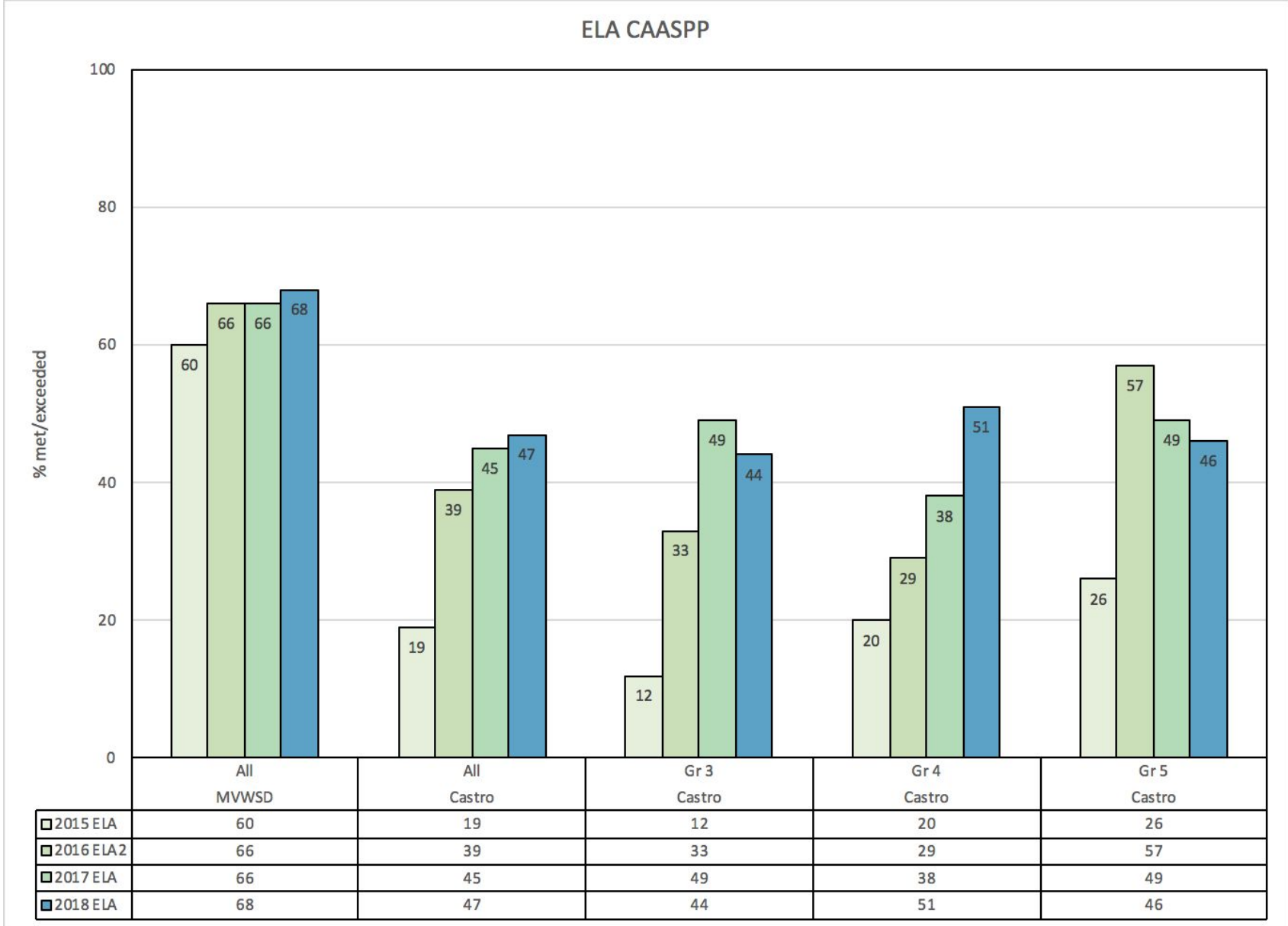
Castro Demographics (Schoolwide)

Castro	2015-16	2016-17	2017-18
Enrollment	305 (included TK)	274	253
Asian	4%	6%	4%
Hispanic/Latino	83%	82%	85%
White	7%	6%	7%
Students with Disabilities	11%	12%	12%
English Learners	76%	70%	67%
SocioEconomically Disadvantaged	83%	83%	89%

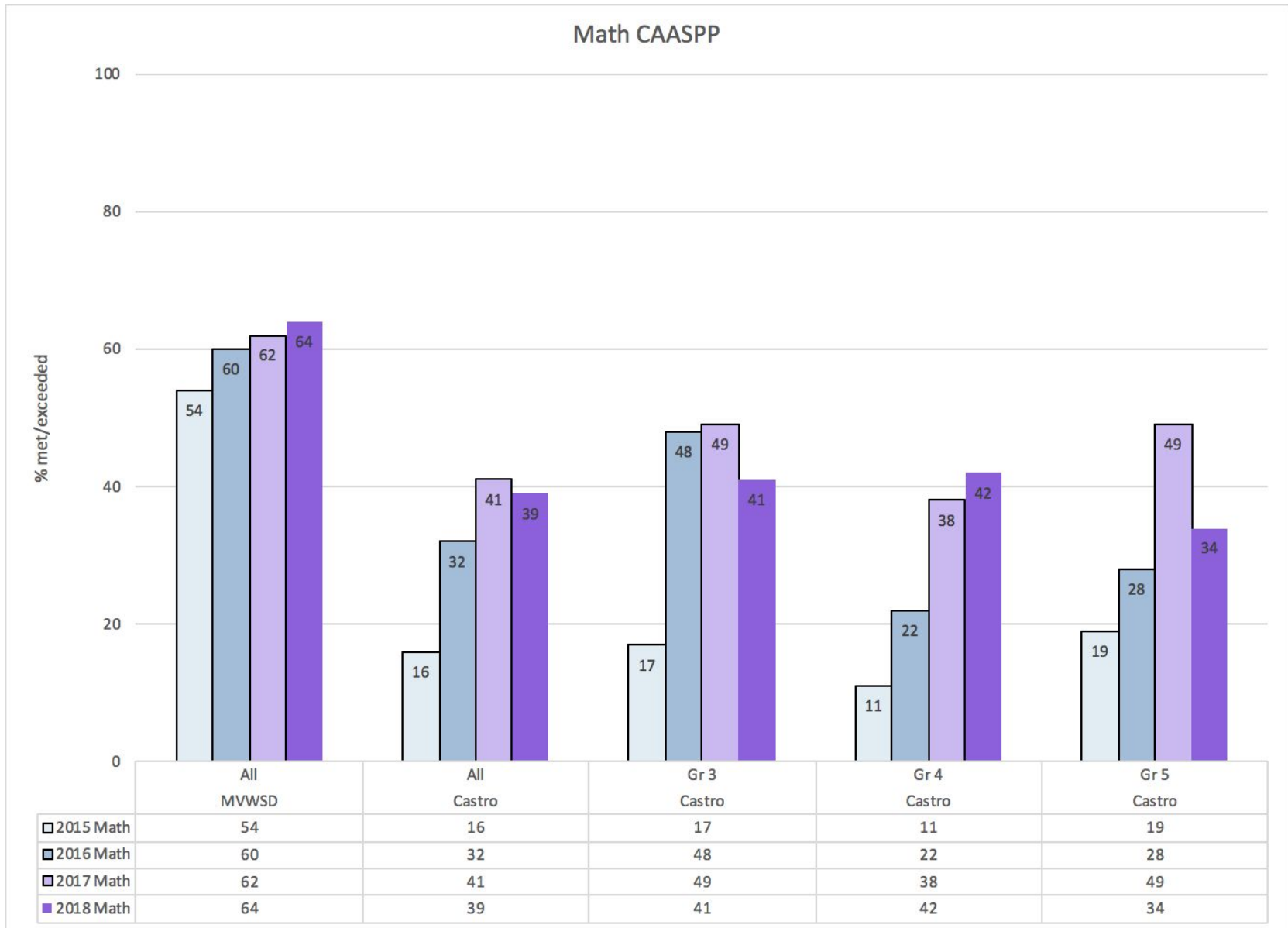
Castro Demographics (Grades 3-5)

Castro	2015-2016	2016-2017	2017-2018
English Learners	72%	58%	55%
Reclassified Fluent English Proficient	18%	26%	31%
SocioEconomically Disadvantaged	90%	84%	86%
Students with Disabilities	16%	14%	15%
Asian	1%	1%	1%
Hispanic/Latino	94%	86%	87%
White	2%	7%	7%
Total Enrollment	141	145	149

Academic Achievement - ELA by grade



Academic Achievement - Math by grade



Academic Achievement - ELA

2017-18 Goal: 51% Met/Exceeded

Met? No - 47% Met/Exceeded

Hypothesis: We maintained our gains, however reliance on reteaching during RTI (WIN time) decreased focus on changes in instructional strategies during core instruction

Major Actions

Effectiveness

Instructional coaching

All teachers were coached in writing and SIOP strategies, as well as individual goals, a minimum of once a month

All teachers participated in Professional Development (PD) in Depths of Knowledge to increase rigor of instruction

Rigor of questions increased, rigor of tasks was frequently observed to be at DOK level 2, less at DOK level 3

Before or after school tutoring

Participation rate increased, 80 % of students showed gains in achievement at the end of their tutoring

Targeted instruction through analysis of data on student achievement

Multiple data points were used to target instruction to the individual

WIN time (RTI)

[Mountain View Whisman School District](#)

Maintained gains, however instability in staffing affected quality of implementation and revealed the extent that WIN is relied upon for reteaching

Academic Achievement - ELA

2018-19 Goal: By June 2019, 52% (increase from 45% in Spring 2018) of students will achieve Standard Met or Standard Exceeded on the SBAC.

Key Strategies: Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active, Professional Development in Rigor, Project Based Learning (PBL), small group instruction to focus on core instruction and utilize WIN time for even more targeted reteaching, increase intervention and extension opportunities with emphasis on specific skills

Total Expenditures: \$62,400 (Includes \$4,000 in TSSP pending final funding)

Academic Achievement - ELA

Key Actions	Rationale
<p>Implementation of PBL grades 4 and 5 Consistent implementation of guided reading in grades 3 and 4 Implementation of Cafe Literacy/Daily 5 in Kinder and First Grade</p>	<p>PBL meets the need for individualized, inquiry based instruction to build critical thinking and increase motivation in the upper grades. In grades K-3, increasing targeting small group instruction will build the foundation skills needed to be successful in content areas</p>
<p>Increase rigor, with emphasis on Depth of Knowledge (DOK) levels 2 and 3 in daily instruction</p>	<p>Continued PD in DOK levels for questioning and tasks will provide continuity and bring staff to the next level of implementation</p>
<p>Use of data to inform regroupings during core instruction and build interventions and extension opportunities, both in class and outside of regular instruction</p>	<p>Will provide accurate information to make all interventions and extensions more targeted to individual needs.</p>
<p>Shorten WIN cycles to address more essential skills, increase WIN to 5 x per week</p> <p>Mountain View Whisman School District</p>	<p>Enhancing our use of WIN time to complement the increased reteaching during core instruction will accelerate student learning.</p>

Academic Achievement - Math

2017-18 Goal: 45% of students reaching Standard Met/Standard Exceeded

Met? No, 39% of students reached Standard Met or Exceeded

Hypothesis: Literacy levels impact ability to complete math tasks of higher rigor due to the high amount of reading needed to perform well in math. Math interventions needed to be more targeted.

Major Actions

Effectiveness

Use of ST Math as part of core instruction and for intervention

Limited success

After school tutoring for math

Some students showed gains

Began implementation of Zearn in last quarter

Successful with many students as it is more explicitly connected with core math instruction

Reteaching cycle during core instruction in some grades

Very effective in the grades where it was implemented consistently, dramatic increase in pre and post scores

Academic Achievement - Math

2018-19 Goal: By June 2019, 45% of students (increase from 39% in Spring 2018) will reach Meet Standard or Exceeds Standard in Math.

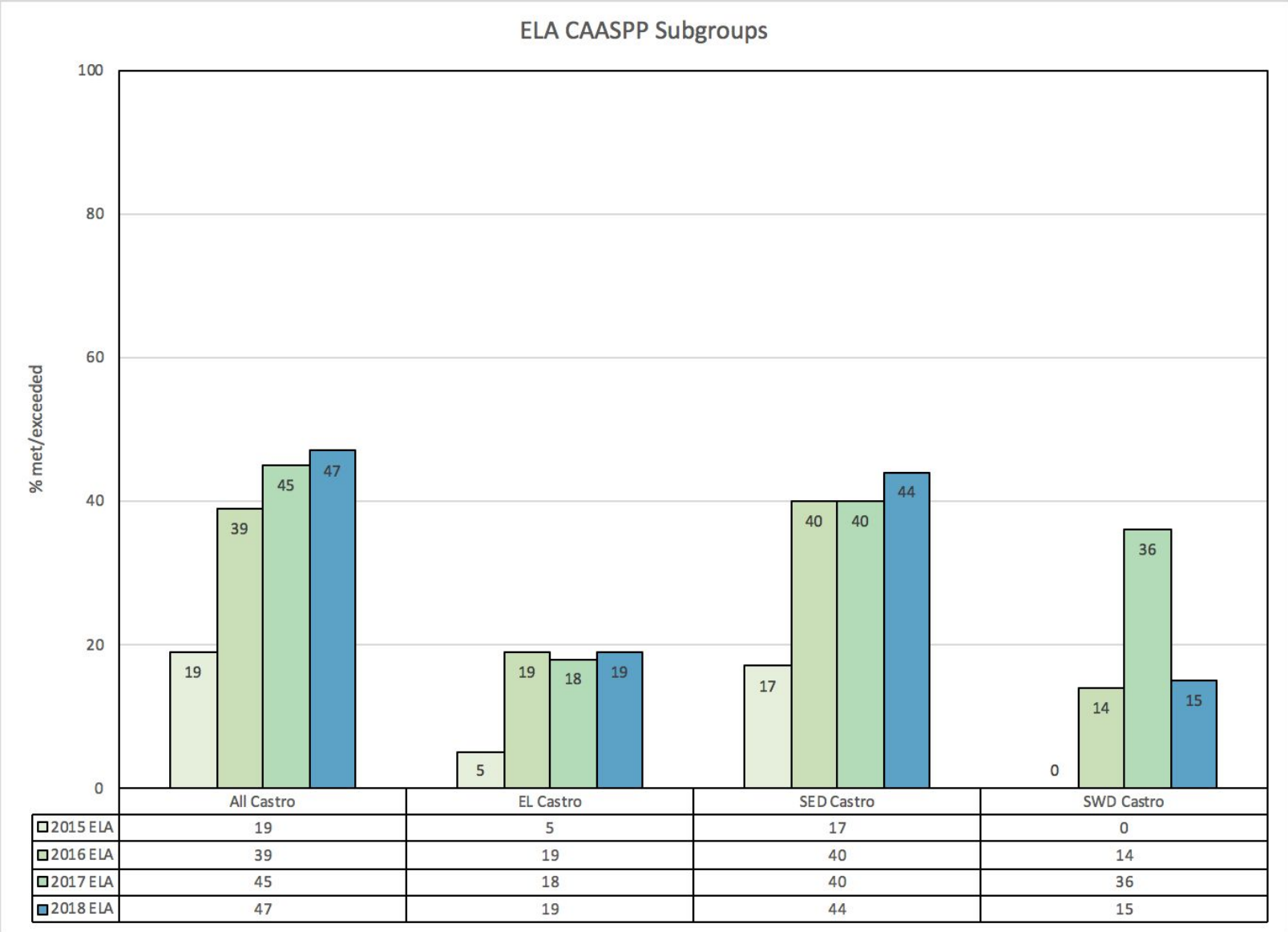
Key Strategies: PLC Practices, small group instruction, spiral review, student engagement, reteaching/extension cycle within core instruction, enrichment/extension opportunities after school, increase use of DOK 3 questioning and tasks

Total Expenditures: \$62,400

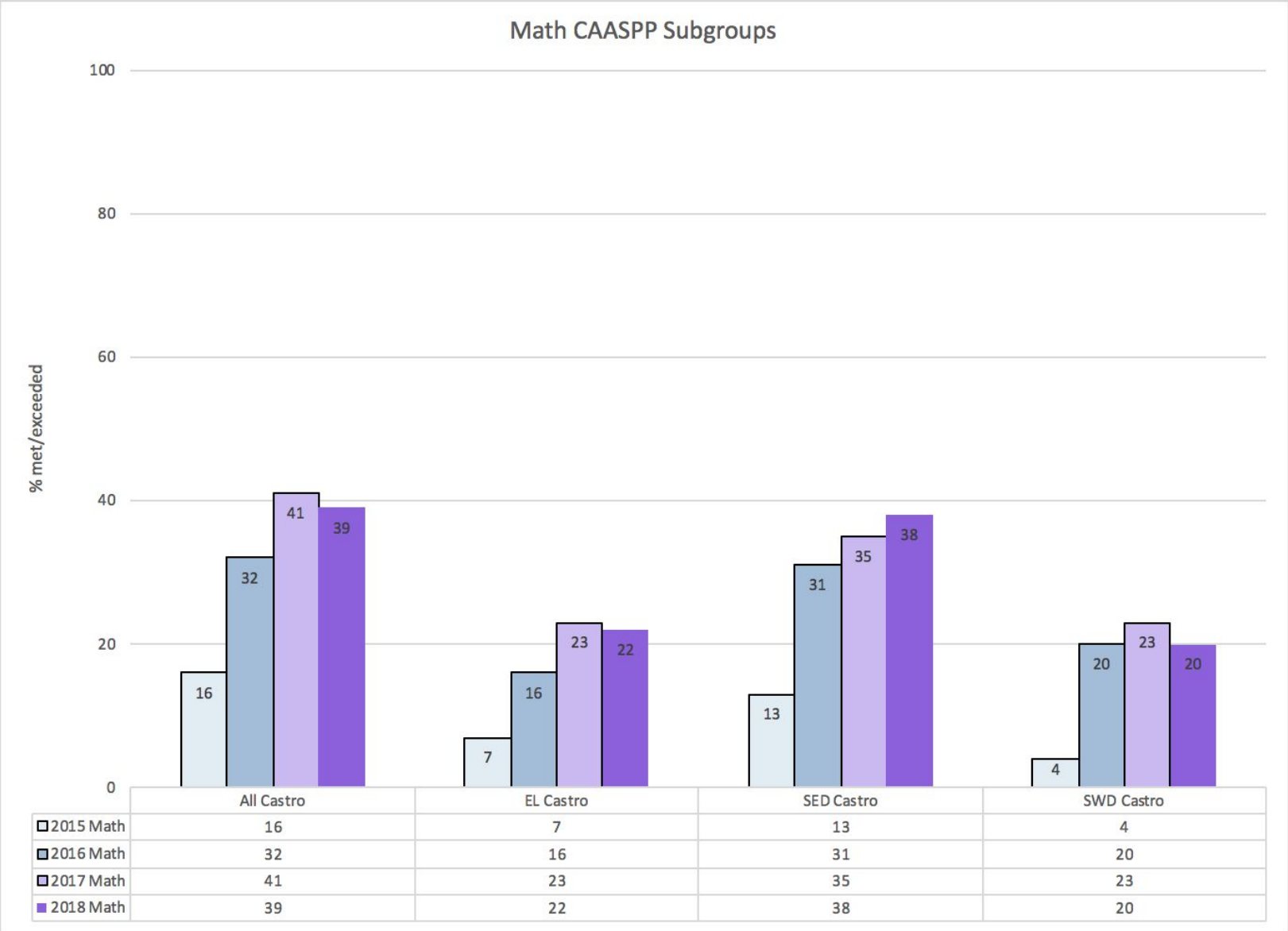
Academic Achievement - Math

Key Actions	Rationale
Professional Development in DOK levels within math	Need to ensure teachers have the skills to apply their DOK knowledge to lessons consistently
Use district math coach and site instructional coach for ongoing PD and support	Provide real-time coaching and lesson design support between PD sessions
Intervention/Enrichment cycle within core instruction	Ensure that students have a solid grasp of the essentials before moving to the next level concept, provide enrichment for those who did master concept.
Increase use of Zearn for blended learning and for reteaching <small>Mountain View Whisman School District</small>	Zearn can be targeted to match the current concept from Eureka used in core instruction, and can also be targeted to fill in gaps from prior year

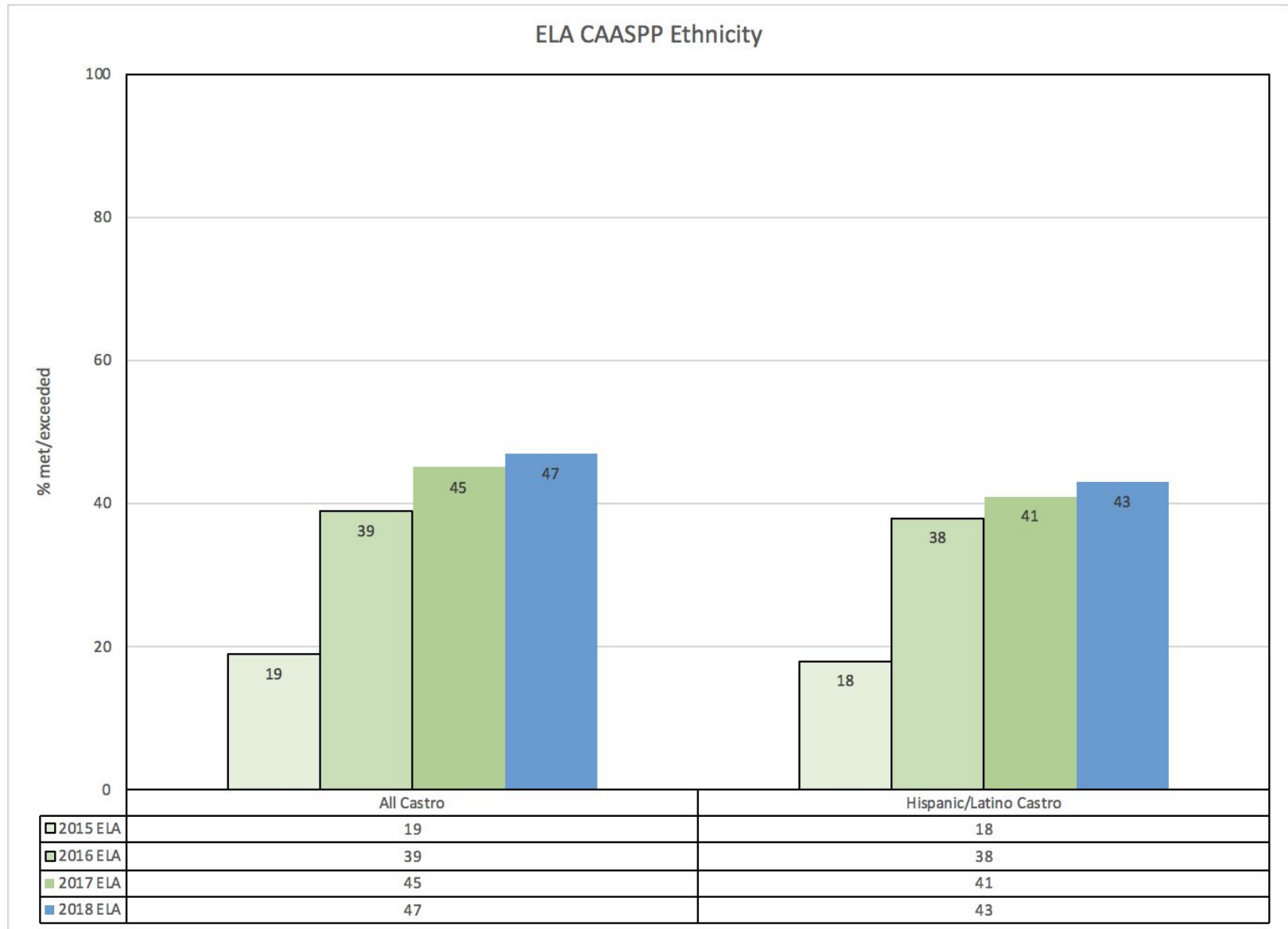
Academic Achievement - ELA by subgroup



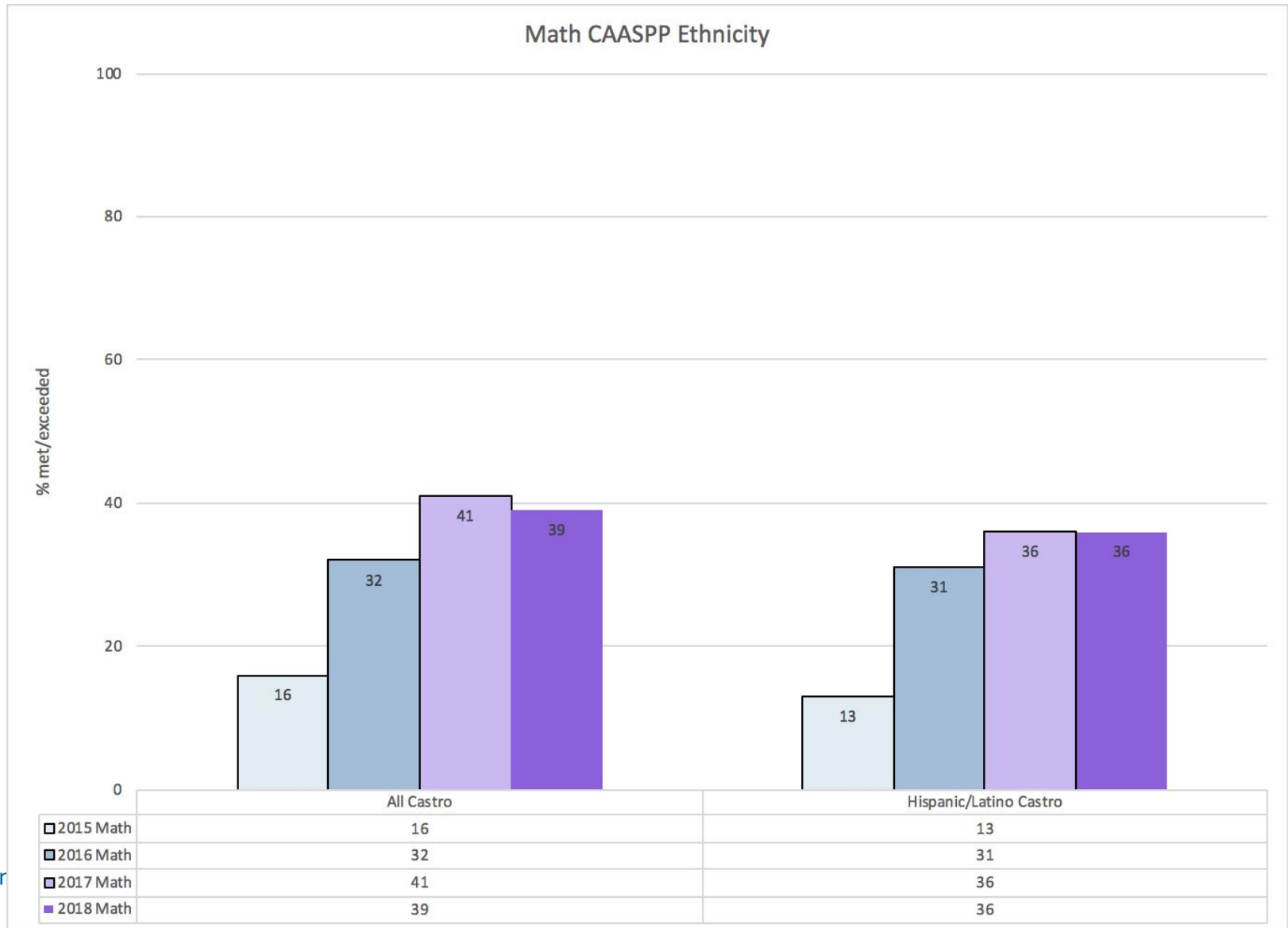
Academic Achievement - Math by subgroup



Academic Achievement - ELA by ethnicity

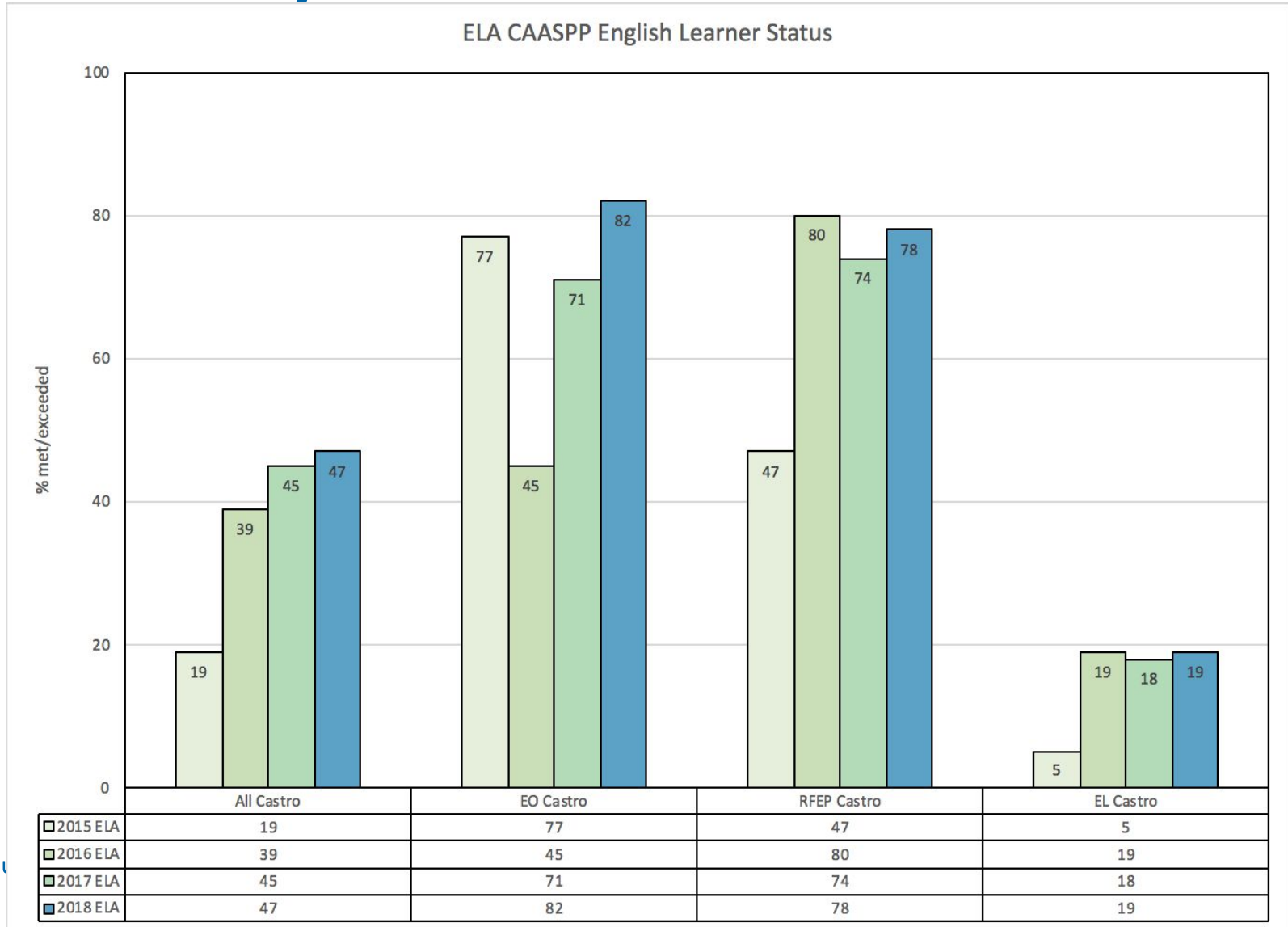


Academic Achievement - Math by ethnicity



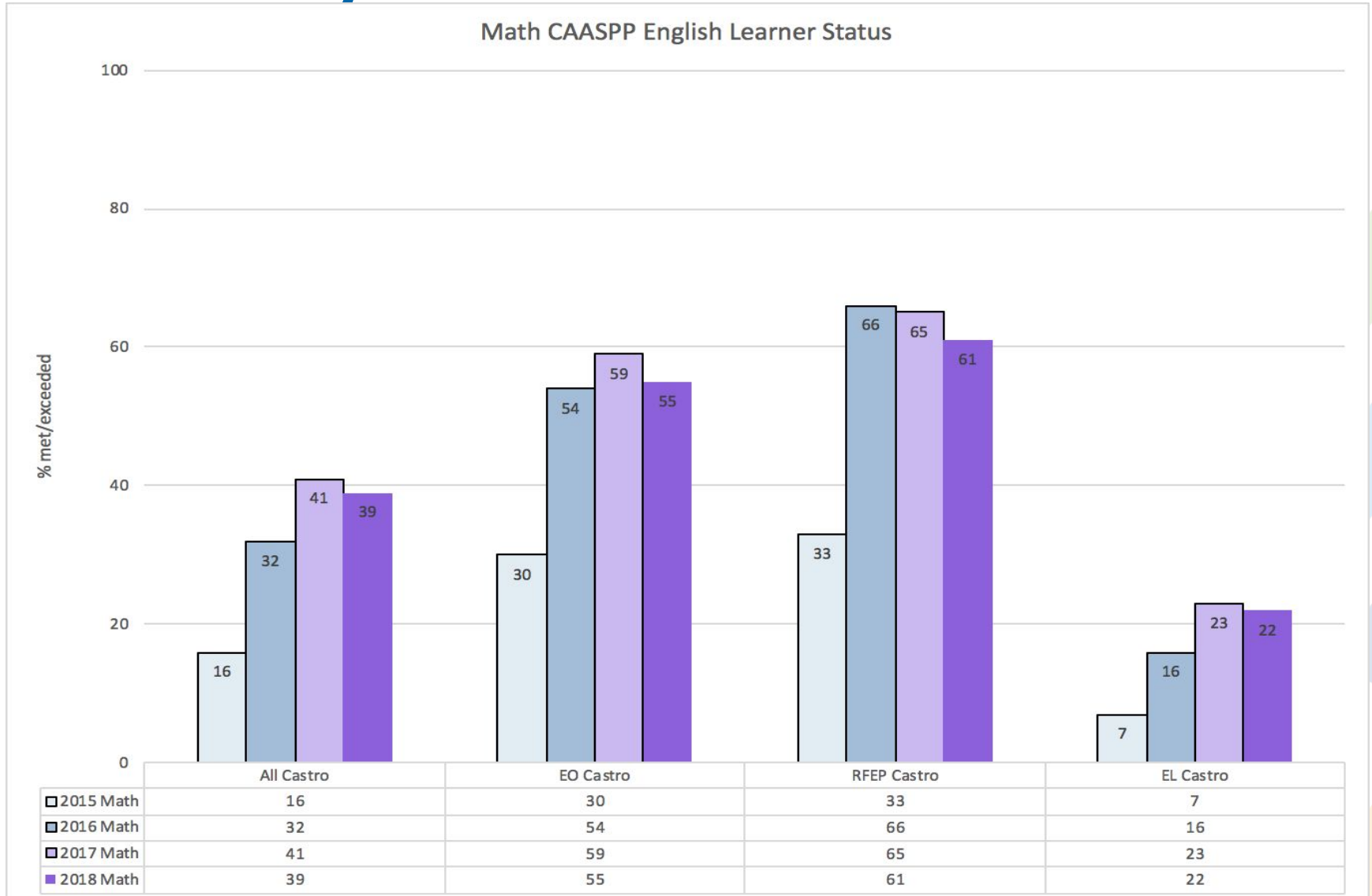
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Academic Achievement ELA - by English Proficiency



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Academic Achievement Math - by English Proficiency



Reclassification Rates

Year	Castro
2015 RFEP	17.90%
2016 RFEP	15.40%
2017 RFEP	16.80%
2018 RFEP	12.60%

Achievement Gap

2017-18 Goal: By June 2018 the percentage of students reaching Standard Met or Standard Exceeded will be: EL - ELA 26% Math 30%, At-Risk of LTELs decrease from 21 to 16 RFEP - ELA, 78% Math 73%

Met? EL ELA No +1%, EL Math No -1% , RFEP ELA Yes +4, RFEP Math No -4%, At-Risk of LTEL Yes decreased from 21 to 16

Hypothesis: Multiple interventions both during and after school helped these groups to maintain their levels. Staffing instability in RTI was a contributing factor. Difficulty finding effective strategies for extreme behavior challenges in 3rd grade took focus off of academics. Literacy level affects ability to demonstrate conceptual math knowledge.

Major Actions	Effectiveness
Modified WIN time to include one day of math/science support	Found that the decrease in literacy intervention was negatively impacting student ELA progress and the one day of math support was insufficient to make an impact.
Interventions before and after school (grades 1-5)	Improved achievement on classroom assessments for most students
Use of diagnostic software programs for supplemental instruction	ST Math less effective, Lexia and Zearn successful

Achievement Gap

2018-19 Goal:

- By June 2019, the number of students meeting criteria for At-Risk of LTEL status will decrease from 11 to 8
- By June 2019, the percentage of ELs meeting/exceeding standards will increase from 19% to 26% in ELA and from 22% to 28% in Math
- By June 2019, the percentage of RFEP students meeting/exceeding standard will increase from 78 to 81% in ELA and from 61 to 65% in Math.
- By June 2019, the percentage of SED students meeting or exceeding standard will increase from 44% to 50% in ELA and from 38 to 44% in Math.

Key Strategies:

- Sheltered Instruction Observation Protocol (SIOP) during core instruction
- RTI
- Math Intervention
- Additional instructional opportunities before or after school
- Individualized and small group strategies during core instruction
- Support for socio-emotional needs impacting academic success

Total Expenditures

\$74,857 (Includes \$9,800 in TSSP pending final funding)

Achievement Gap

Key Actions	Rationale
Additional instructional opportunities outside of regular day	Provides additional time for extra instruction to fill in gaps or provide enrichment/extensions
WIN time - enhance strategies and structure to use time even more intensively, data analysis and planning, more frequent cycles	Targeted reteaching with pre and post testing, based on essential skills for the next grade, provides focus and more effective use of time
At-risk coordinator, PBIS implementation, counseling partnership	Supporting socio-emotional needs so students can focus on learning
Provide a variety of experiences and activities	Provides background knowledge, creates connections, makes learning meaningful
Increase individualized and small group strategies during core instruction	Differentiating instruction to target individual needs as well as providing targeting reteaching, combined with larger group direct instruction

Human Capital

2017-18 Goal: 90% of teachers will report feeling confident in their use of common formative assessment data.

Met? 80% of teachers reported feeling confident in their use of common formative assessment data.

Hypothesis: Some are continuing to work on frequency of common formative assessment data and their self-report reflected that awareness.

Major Actions	Effectiveness
Ongoing professional development during staff meetings	Provided time for teams to discuss their status and create assessments
Student Progress Review meetings with principal and coach	Accountability for implementation and analysis of results

Human Capital

2018-19 Goal: By June 2019, 90% of teachers will report feeling competent in their use of common formative assessment (CFA)

Key Strategies: Grade level collaboration, continue PD, planning days

Total Expenditures: \$19,500

Human Capital

Key Actions	Rationale
All planning days include discussion and creation of CFA	Planning days are provided every 6 weeks and CFA's as agenda items ensures teams are given the time to create quality assessments
Weekly collaboration notes include analysis of CFA data from the week prior.	Requires CFAs to be implemented and the info analyzed and used for planning
Provide professional development in creation of CFA's that match or exceed the rigor of the district and state testing, and PD in backward design	Creation of CFAs first guides teachers in providing instruction to match the rigor of the assessment (keeps the target in mind while lesson planning)

Attendance and Suspension

	Attendance	Suspension
2014-2015	96.54%	0
2015-2016	96.65%	3
2016-2017	96.12%	6
2017-2018	96.23%	4

Inclusive and Supportive Culture

2017-18 Goal: By June 2018, 85% of students will report feeling safe and respected as measured by school-created survey. By June 2018, the average attendance percentage for the school will be greater than 96.5%.

Met? 83% of students reported feeling safe and respected as measured by school-created survey. Attendance 96.23%, slight increase over year prior

Hypothesis: Emphasis on attendance in bulletins and at all parent meetings helps parents to understand the importance. Need to continue to find effective ways to support some families with chronic attendance difficulties.

Major Actions	Effectiveness
Positive Behavior Interventions and Supports (PBIS) strategies - explicit teaching of schoolwide expectations	Helped to maintain positive behavior under a variety of playground and construction conditions
Structured playground activities and expectations	Helped to maintain positive behavior under a variety of playground and construction conditions
SCEF, At-Risk Coordinator, and Principal met individually with students and families to determine support needs of families with attendance difficulties	Able to discover families in need of support and provide or refer to appropriate resources

Inclusive and Supportive Culture

2018-19 Goals:

- By June 2019, 85% of students will report feeling safe at school as measured by district or site survey.
- By June 2019, the average attendance percentage for the school will increase from 96.23% to 97%.
- By June 2019, suspensions will be reduced from 4 to 3.

Key Strategies: Focus on individual family support, provide avenues for students to report difficulties, provide conflict resolution training for students

Total Expenditures: \$37,000

Inclusive and Supportive Culture

Key Actions	Rationale
Positive Behavior Interventions and Supports (PBIS) strategies (class meetings, explicit teaching of common expectations among teachers, similar strategies in all classes).	Providing a emotionally and physically safe environment helps students to want to attend school in spite of difficulties at home.
Structured options and ensuring that all are aware of the same school expectations contributes to a calmer and more positive play atmosphere	Structured options and ensuring that all are aware of the same school expectations contributes to a calmer and more positive play atmosphere.
Individual communications with families that have chronic tardiness or absences.	Providing appropriate support enables students to get to school and focus on their learning.
Character education and social skills training, conflict resolution training for all students	When students are confident that they have the skills and support needed to interact, they are more willing to interact with more students and feel more secure in handling any difficulties
SCEF and At-Risk Coordinator Mountain View Whisman School District	Dedicated personnel to support students and families, provides more attention to their needs and therefore improves ability to focus on education

Parent Engagement

2017-18 Goal: By June 2018, 75% of all families will have attended five or more school events as measured by parent sign in records.

Met? Yes 75% of families attended five or more events

Hypothesis: Incentive and messaging for reaching Five Star Family Status, as well as daily interactions with personnel help parents to feel included and welcome

Major Actions	Effectiveness
Five Star Family Incentive Program	Parents appreciated recognition for their effort to attend, effective in building community and positive climate, partnerships
Presence and availability of SCEF, At-Risk Coordinator, SLS Coordinator, and Principal at drop off and pick up	Provided easy opportunity for parents to converse and become comfortable with personnel
Meeting format predominately small group, relying on verbal discussion, and visuals. Interpretation always provided.	This less intimidating format promoted participation and strong discussion

Parent Engagement

2018-19 Goals: By June 2019, 80% of all families will have attended five or more school events as measured by parent sign in records.

Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, family recognition dinner

Total Expenditures: \$37,000 (Includes \$2,000 in TSSP pending final funding)

Parent Engagement

Key Actions	Rationale
Five Star Family Incentive Program- increased goal to 80%	Provide recognition for their effort to attend
Presence and availability of SCEF, At-Risk Coordinator, SLS Coordinator, and Principal at drop off and pick up times	Provides easy opportunity for parents to converse and become comfortable with personnel, and provides opportunity for school personnel to personally invite parents to meetings
Meeting format predominately small group, relying on verbal discussion, and visuals. Interpretation always provided.	This less intimidating format promotes participation and strong discussion. Interpretation is a necessity in order to have all feel included.
Identify families who did not reach Five Star Family Status and intensify efforts to invite personally	Personal conversations will help us to identify and address obstacles to their involvement.

Reflections

What worked?

Data analysis of common formative assessment to form WIN groups (PLC practices)

The amount of before and after school interventions

Rigor of questioning

PBIS - school-wide expectations

Parent Involvement - consistent trainings offered and participation during meetings

Why?

Collaboration provided focus and effective strategies during WIN instruction

Any student was able to attend an intervention or enrichment opportunity throughout the year

Improved focus on higher order thinking skills, students had more opportunities to think at higher levels

Clarity of expectations and support available helps students to feel more secure and able to focus on learning

Individual invitations, in person invitations, format of meetings help parents to feel welcome and comfortable

What didn't work?

Modification of WIN time, over-reliance on WIN for intervention

PD in rigor of tasks

ST Math as the primary supplemental program for math

Why?

Resulted in less gain in ELA and had no impact on Math achievement due to insufficient time, intervention during core instruction was less systematic due to reliance on WIN

Was successful to some extent, but more is needed to provide more effective instruction

ST Math is effective with some students, but is not comprehensive enough to accelerate students

What changes are you going to make?

- Focus on improving effectiveness of strategies in core instruction (PBL, small group and individualized instruction through data analysis)
- Enhance effectiveness of WIN time - choose the target skills based on deeper data analysis
- Continue implementation of SIOP features and add PD and coaching for the new features
- Targeted instructional coaching for rigor and SIOP strategies

Questions?

