Mountain View Whisman School District

Crittenden Site Plan

Sonia Gomez-Morales, Principal

November 2018
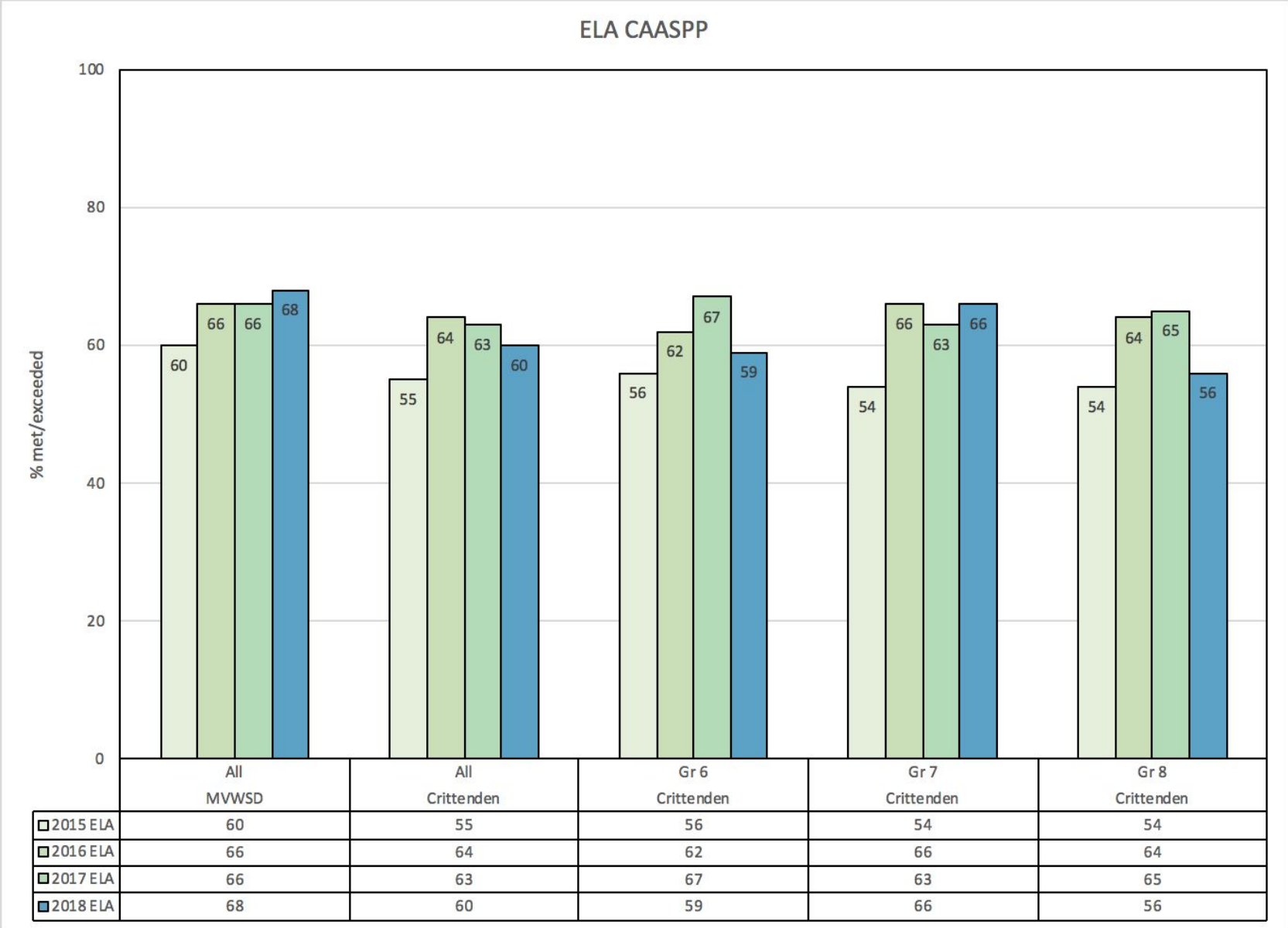
The story of Crittenden Middle School

Crittenden Demographics (Schoolwide)
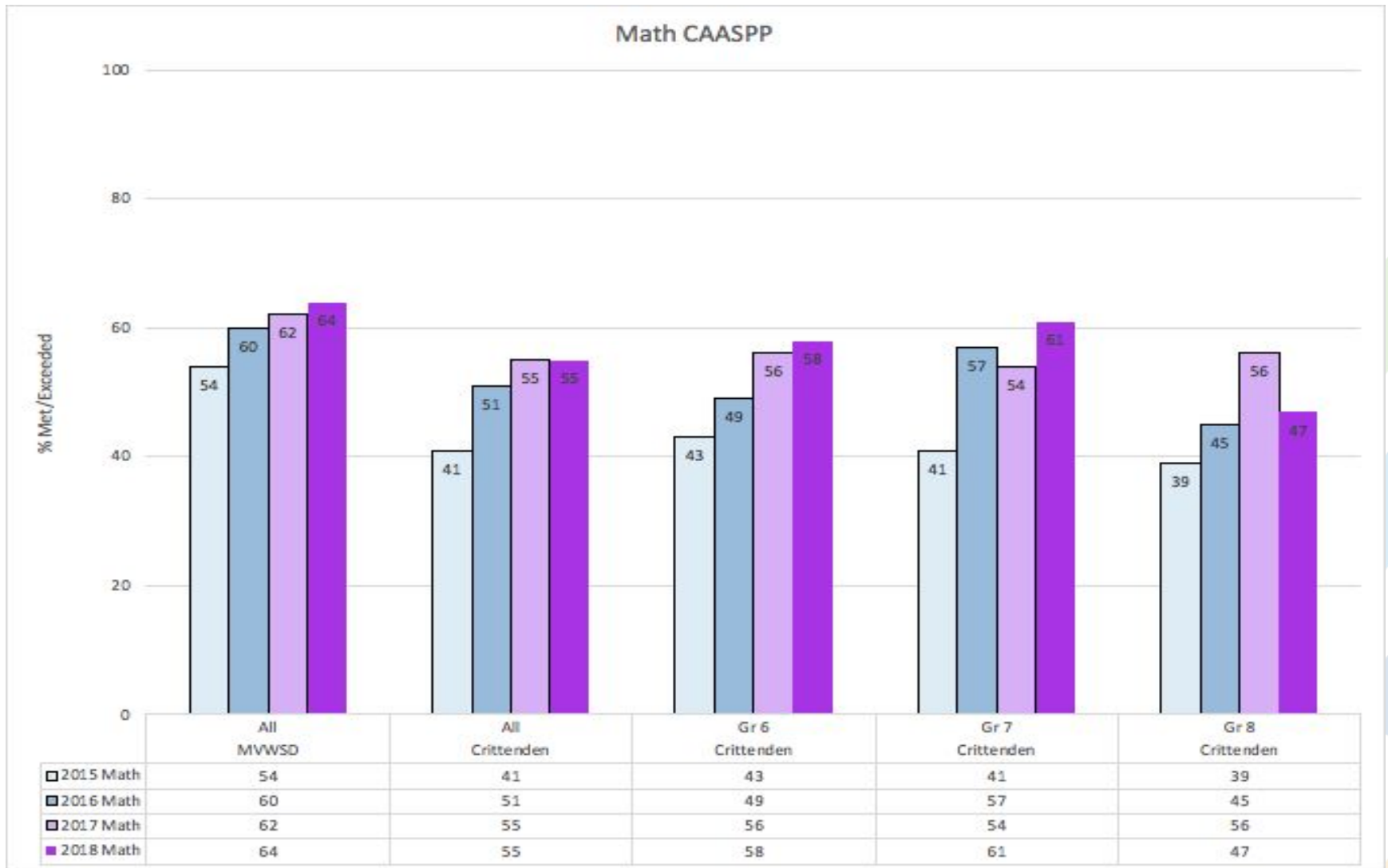
Crittenden	2015-16	2016-17	2017-18
Enrollment	630	663	678
Asian	5%	7%	9%
Hispanic/Latino	56%	52%	52%
White	20%	23%	23%
Students with Disabilities	13%	14%	14%
English Learners	20%	15%	16%
SocioEconomically Disadvantaged	56%	51%	50%

Academic Achievement - ELA by grade

ELA CAASPP

	All MVWSD	All Crittenden	Gr 6 Crittenden	Gr 7 Crittenden	Gr 8 Crittenden
2015 ELA	60	55	56	54	54
2016 ELA	66	64	62	66	64
2017 ELA	66	63	67	63	65
2018 ELA	68	60	59	66	56

Academic Achievement-Math by grade

Math CAASPP

	All MVWSD	All Crittenden	Gr 6 Crittenden	Gr 7 Crittenden	Gr 8 Crittenden
2015 Math	54	41	43	41	39
2016 Math	60	51	49	57	45
2017 Math	62	55	56	54	56
2018 Math	64	55	58	61	47

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Academic Achievement - ELA

2017-18 Goal: By May, 2018, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 63% to 67%.
Met? No, 60%
Hypothesis: ● Not all standards taught due to lack of common pacing guide ● Instructional focus was unbalanced more emphasis on writing ● Data not used to make instructional adjustments

Major Actions	Effectiveness
Targeted skills boot camps for students near standard	Inconsistent Attendance Short on instructional time
Professional development (PD) for teachers in SIOP, adopted curriculum, student discourse, and classroom management	Teachers responded positively in surveys although not enough time to cover all topics thoroughly
Use of PLCs and release days, and common planning time to implement Study Sync Curriculum with fidelity	Majority of time was spent on planning writing instruction and some standards were missed.

Academic Achievement - ELA

2018-19 Goal: Increase the percentage of students meeting/exceeding standard in ELA from 60% to 64%
Key Strategies: Development of common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.
Total Expenditures: **$11,540** (Tutoring, Enrichment, ELD program supplies)

Academic Achievement - ELA

Key Actions	Rationale
Develop common ELA grade level pacing guides for each trimester	Provide a guide for teachers that helps to ensure that all standards are taught over the course of the school year.
PLC focus on development of common assessments, review of student assessment data and adjustments to instruction	Data from assessments is used to create instructional plans that are meeting student needs. Data also helps teachers monitor progress on mastery of standards and adjust instruction accordingly.
Provide common planning time, release days, and coaching support for teachers	Designated time to plan collaboratively and build teacher capacity with instructional practices.
Implement Response to Instruction and co-teaching for all grades in ELA and math	Time for Instruction targeted to better meet students' needs
Site administrators and coaches will complete weekly walkthroughs and provide feedback to teachers	Ensures that teachers are working effectively and growing in their capacity to provide quality instruction

Academic Achievement - Math

2017-18 Goal: By May 2018 the percent of students proficient on the CAASPP Math Summative Assessment will increase from 55% to 59.5%
Met? No, 56%
Hypothesis: ● Differentiated and scaffolded instruction implemented inconsistently ● benchmark data was not used effectively to drive instruction

Major Actions	Effectiveness
Targeted skills boot camps for students near standard	Inconsistent Attendance Short on instructional time
Collaboratively implement the Eureka curriculum with fidelity, develop common formative assessments, track progress toward learning goals and adjusting lesson/unit approach as necessary.	Some PLC teams were more effective in their use of data to inform instruction

Academic Achievement - Math

2018-19 Goal: By May 2019, the percentage of students meeting/exceeding standard in Math on the CAASPP summative assessment will increase from 56% to 60%
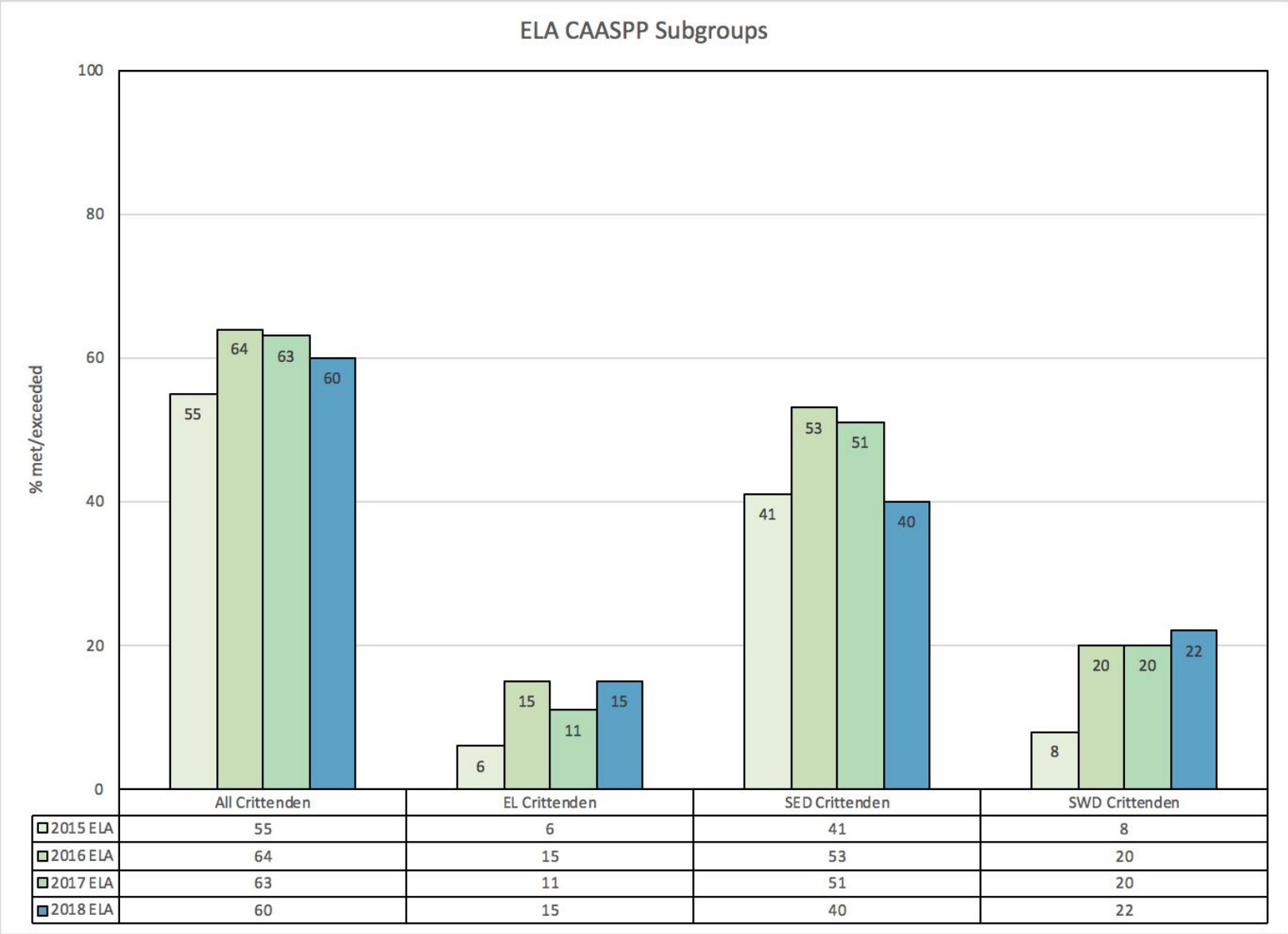
Key Strategies: Use of data to drive instruction and differentiation through Response to Instruction, co-teaching, and blended learning models.

Total Expenditures: No expenditures - part of regular staff responsibilities
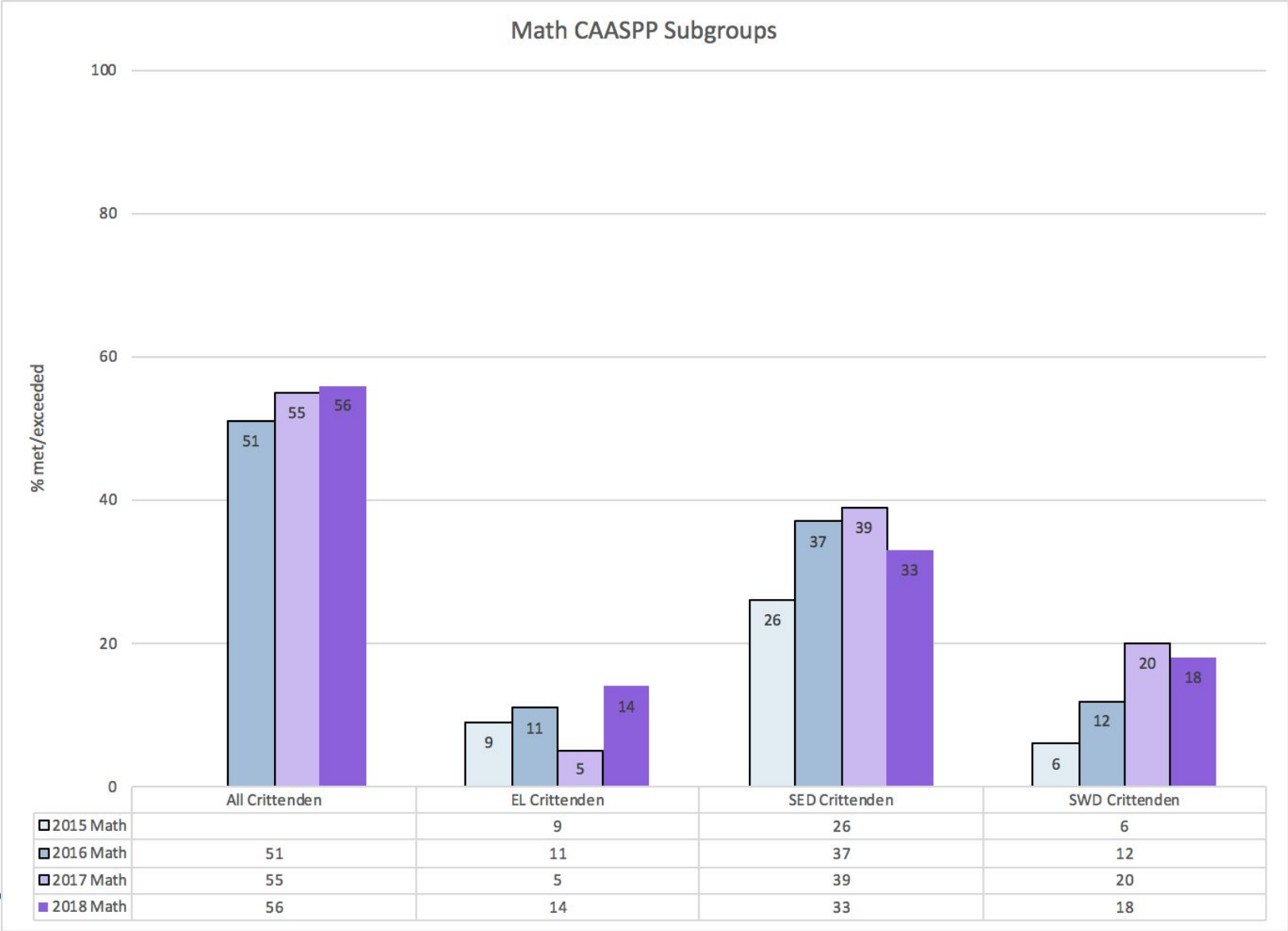
Academic Achievement - Math

Key Actions	Rationale
Implement blended learning models to allow for differentiation to better meet student needs	Even in leveled classes, students have a variety of skill and learning needs. Blended learning allows teachers to work with students in small groups to meet these needs
Site administrators and coaches will complete weekly walkthroughs and provide feedback to teachers	Ensures that teachers are working effectively and growing in their capacity to provide quality instruction
PLC focus on development of common assessments, review of student assessment data and adjustments to instruction	Data from assessments is used to create instructional plans that are meeting student needs. Data also helps teachers monitor progress on mastery of standards and adjust instruction accordingly.
Implement Response to Instruction and co-teaching for all grades in ELA and math	Time for Instruction targeted to better meet students' needs

Academic Achievement - ELA by subgroup

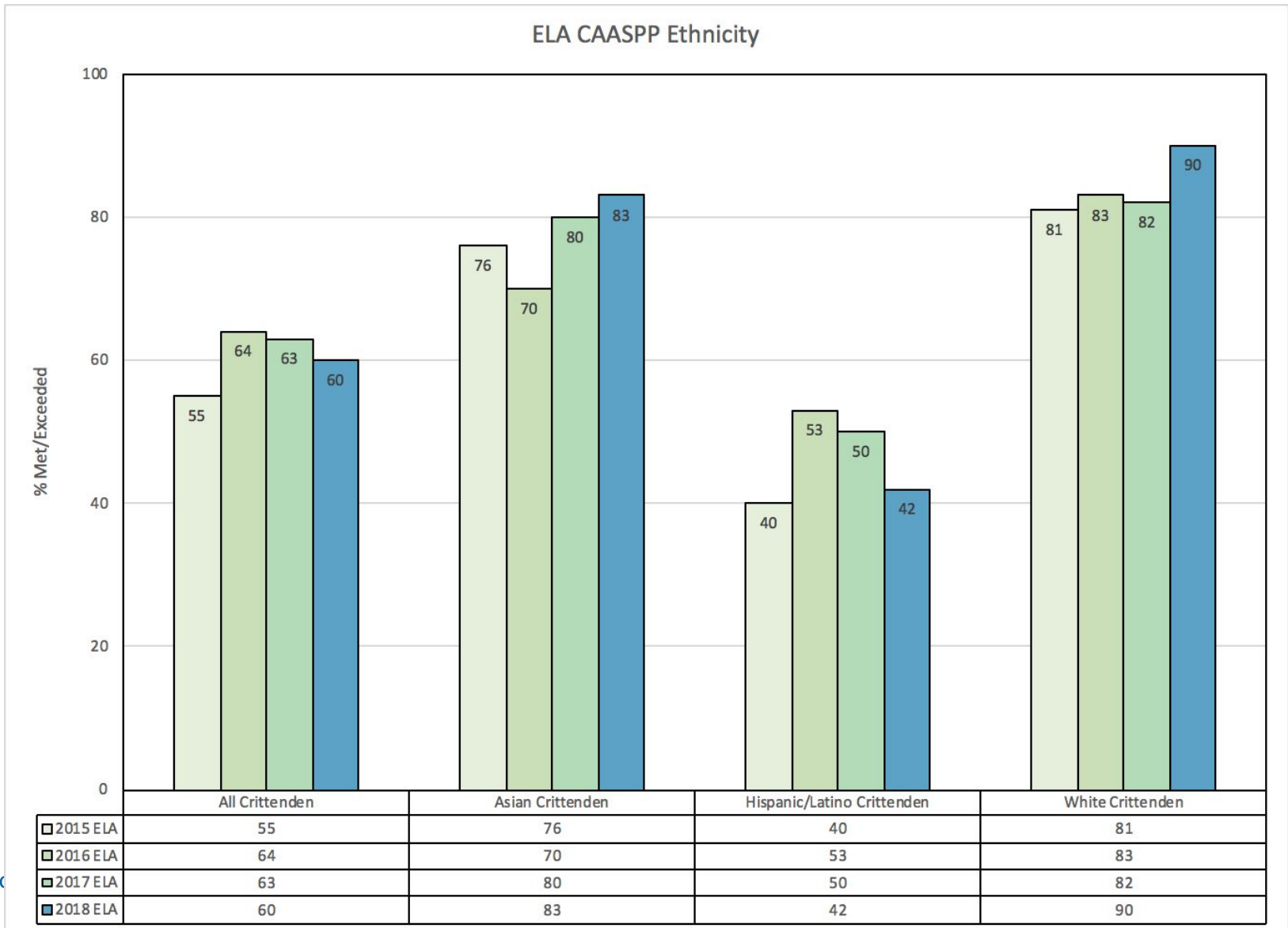## ELA CAASPP Subgroups

	All Crittenden	EL Crittenden	SED Crittenden	SWD Crittenden
☐ 2015 ELA	55	6	41	8
☐ 2016 ELA	64	15	53	20
☐ 2017 ELA	63	11	51	20
☐ 2018 ELA	60	15	40	22

Academic Achievement - Math by subgroup

Math CAASPP Subgroups

	All Crittenden	EL Crittenden	SED Crittenden	SWD Crittenden
☐ 2015 Math		9	26	6
☐ 2016 Math	51	11	37	12
☐ 2017 Math	55	5	39	20
■ 2018 Math	56	14	33	18

Academic Achievement - ELA by ethnicity

ELA CAASPP Ethnicity

	All Crittenden	Asian Crittenden	Hispanic/Latino Crittenden	White Crittenden
☐ 2015 ELA	55	76	40	81
☐ 2016 ELA	64	70	53	83
☐ 2017 ELA	63	80	50	82
■ 2018 ELA	60	83	42	90

Academic Achievement - Math by ethnicity

Math CAASPP Ethnicity

% met/exceeded

	All Crittenden	Asian Crittenden	Hispanic/Latino Crittenden	White Crittenden
☐ 2015 Math	41	58	26	72
☐ 2016 Math	51	65	38	77
☐ 2017 Math	55	77	39	81
■ 2018 Math	56	81	36	83
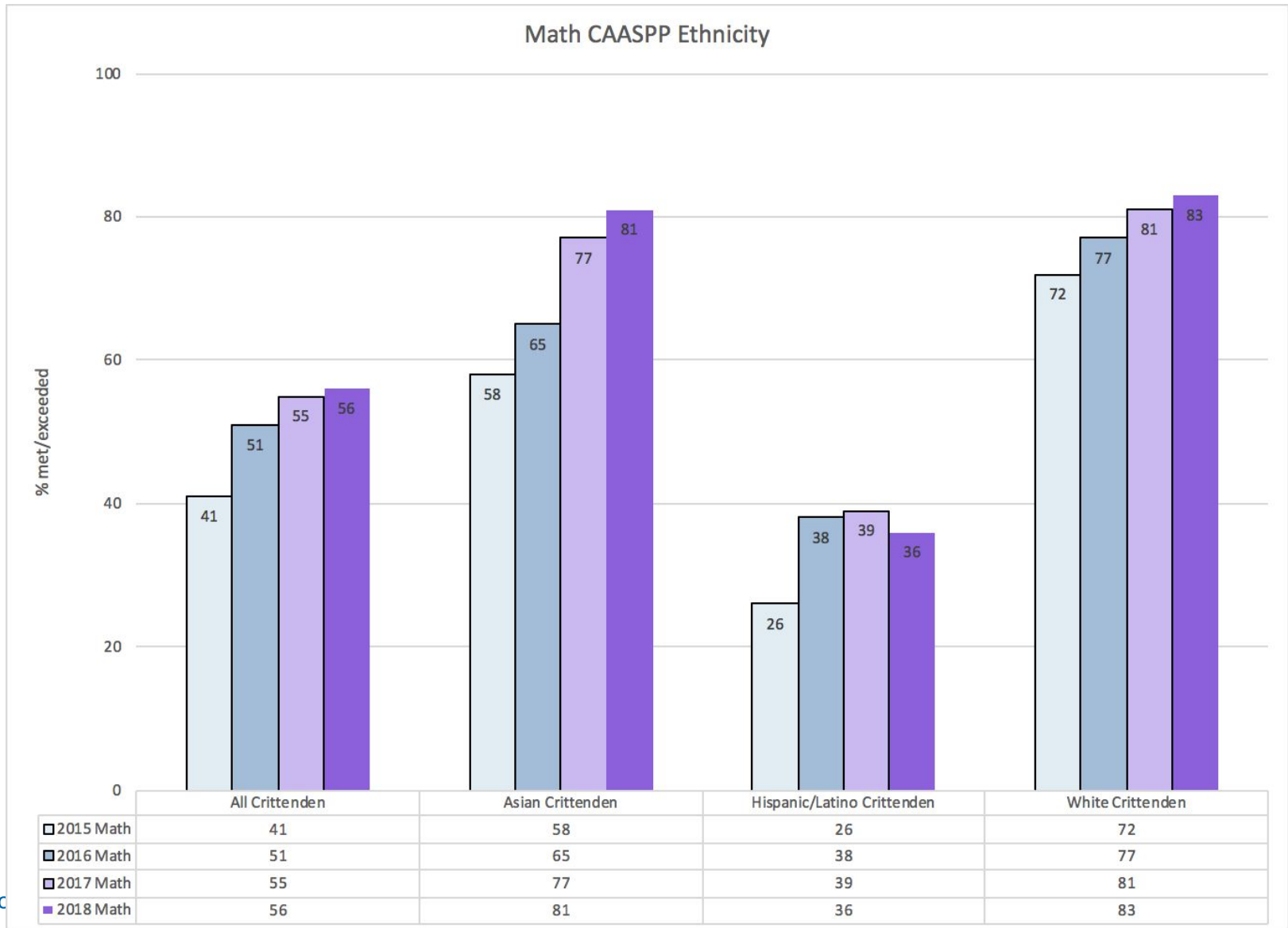
Academic Achievement ELA - by English Proficiency

ELA CAASPP English Learner Status

	All Crittenden	EO Crittenden	RFEP Crittenden	EL Crittenden
2015 ELA	55	71	57	6
2016 ELA	64	72	70	15
2017 ELA	63	72	68	11
2018 ELA	60	74	57	15
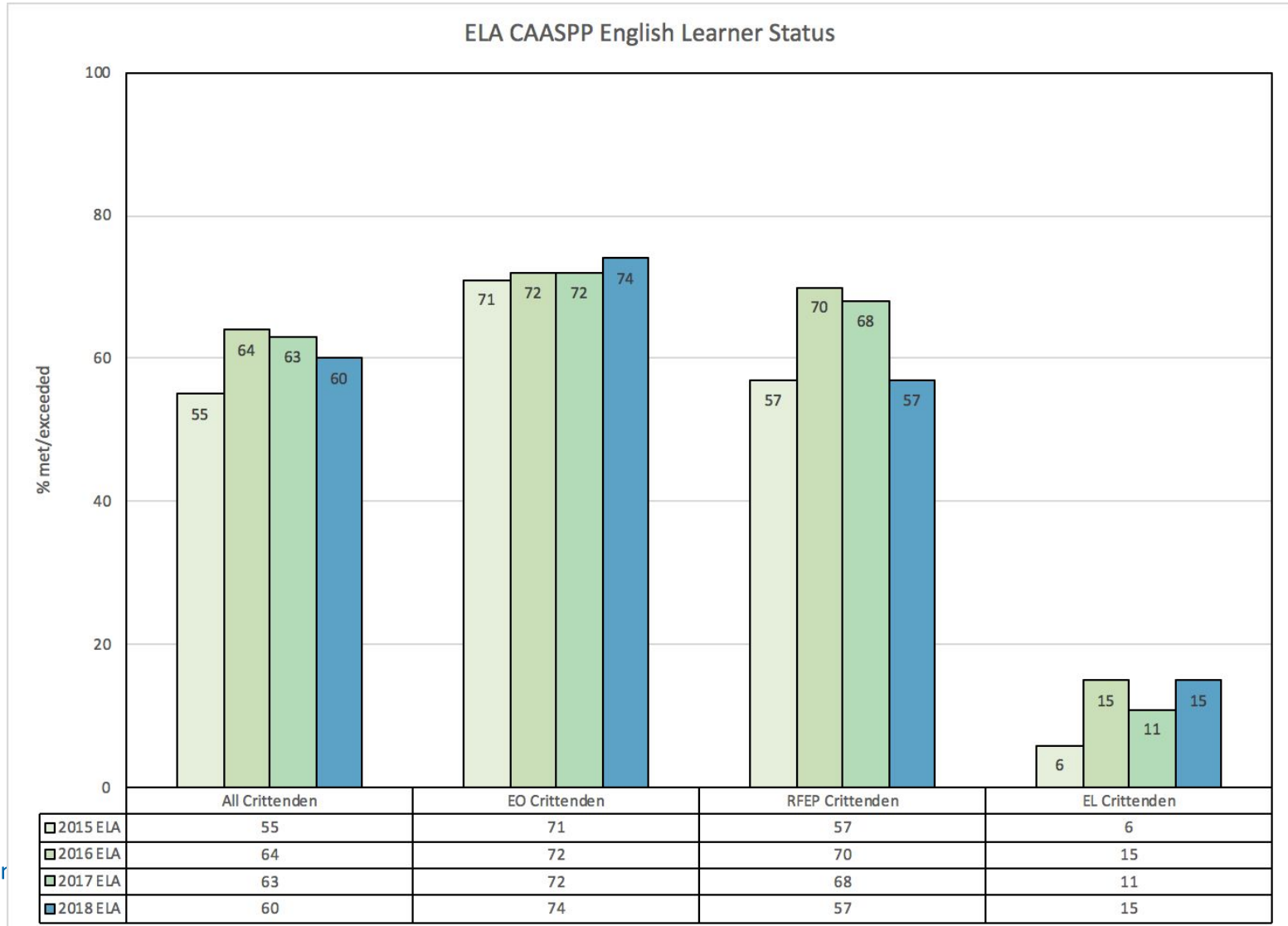
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Academic Achievement Math - by English Proficiency

Math CAASPP English Learner Status

	All Crittenden	EO Crittenden	RFEP Crittenden	EL Crittenden
☐ 2015 Math	42	55	39	9
☐ 2016 Math	51	59	56	11
☐ 2017 Math	55	65	58	5
■ 2018 Math	56	68	52	14

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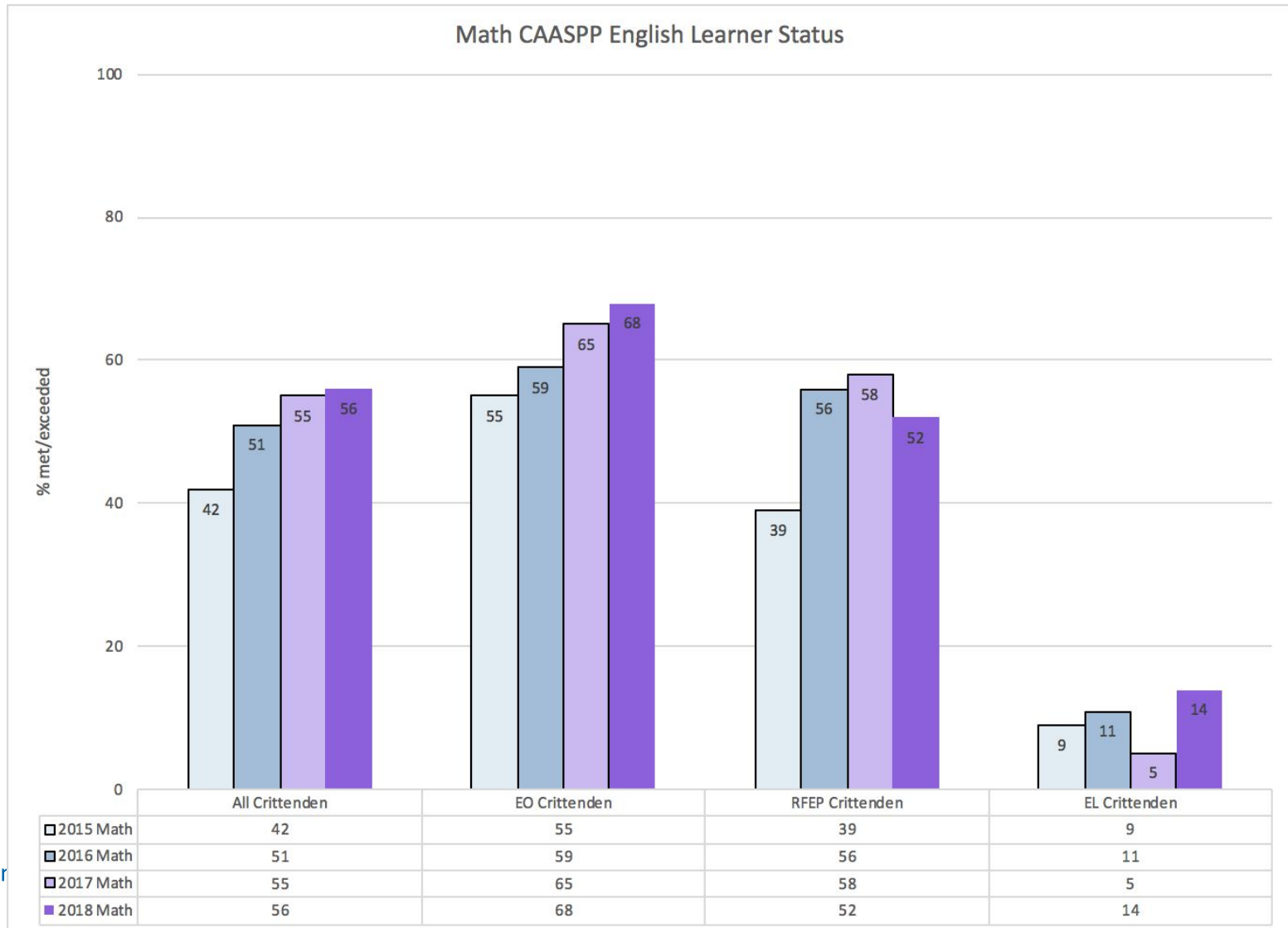
Reclassification Rates

Year	Crittenden
2015 RFEP	28%
2016 RFEP	28.80%
2017 RFEP	38.70%
2018 RFEP	31.40%

Achievement Gap

2017-18 Goal: By May 2018, the number of Long Term Learners will be reduced by ten percent from 25 to 22 students.
Met? Yes, 20 students
Hypothesis: ● Specific interventions including English 3D and Read 180 ● Professional Development and coaching for ELD and Read 180 teacher ● Facilitator follow up with students and families, ● Implementation of SIOP across content areas

Major Actions	Effectiveness
Individualized monitoring throughout the year for English Learners/LTELS by SCEF	SCEF was able to support students/families in understanding reclassification criteria and site was able to reduce number of LTELs
SIOP Implemented across content areas	Students were taught using consistent strategies in all content classes
Weekly SIOP walkthroughs by coaches and administrators	Ensured that teachers were consistently using the SIOP strategies and growing in their capacity to effectively instruct English Learners

Achievement Gap

2018-19 Goal:
- By May, 2019 the number of Long Term English Language Learners will be reduced by ten percent from 20 to 18 students.
- By May 2019, there will be a ten percentage point increase in the percentage of RFEP students meeting or exceeding standards in ELA from 57% to 61%

Key Strategies: Implement English Learner, Long Term English Learner, and RFEP monitoring systems and implement SIOP strategies in all classes.

Total Expenditures: $30,000

Achievement Gap

Key Actions	Rationale
Teachers and SCEF will monitor the progress of EL/LTEL and RFEP students over the course of the school year.	Careful monitoring will allow teachers/SCEF to initiate timely extra support for students if needed. Additionally, EL and LTEL students will be more aware of reclassification requirements and their progress toward meeting them.
Continue to implement year 1 SIOP strategies (key vocabulary, content and language objectives, supplemental materials, meaningful activities) and add SIOP year 2 (interactions, scaffolding, key vocabulary, and wait time)	Consistent implementation of strategies across content areas makes learning more accessible for students, especially English Learners.
Site administrators and coaches will complete weekly walkthroughs and provide feedback to teachers	Ensures that teachers are working effectively and growing in their capacity to provide quality instruction with a focus on English Learners

Human Capital

2017-18 Goal: ● Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction. ● Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. ● Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year.14	

Met? Yes, partially

Hypothesis: Because of PLC work, teacher capacity improved in the area of SIOP and in creating and administering common assessments; however, a change in classroom practice based on data did not occur.

Major Actions	Effectiveness
Provide dedicated time for all staff to engage in PLC collaborative meetings	Time was built into day for teacher to meet in PLC groups
Provide specific professional development opportunities for all staff	Professional development was provided although teachers indicated through surveys that more time was needed
Regular SIOP walkthroughs and feedback by administrator and coaches	Walkthroughs and feedback were done. increase of administrative feedback needed
Develop common assessments and data-driven instruction.	Assessments were created and given, but data was used inconsistently to drive instruction

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Human Capital

2018-19 Goal: Teachers will work in Professional Learning Communities to develop common assessments and use data to drive instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year.

Key Strategies: Effective use of PLC time to inform instruction

Total Expenditures: No expenditures - part of regular staff responsibilities

Human Capital

Key Actions	Rationale
Provide teachers dedicated time to work in PLCs to create Common Formative Assessments, analyze data and make instructional decisions	Effective use of PLC time will result in data driven instruction. Having teams share results of their PLC cycles creates additional learning opportunities for teachers and PLC teams.
Release days for teachers to plan with departments, grade levels or content teams	Dedicated time for planning results in better instruction for students
Professional development for teachers during staff meetings on topics including SIOP and using curriculum.	PD is most effectively implemented in the classroom when it is revisited multiple times
Site administrators and coaches will complete weekly walkthroughs and provide feedback to teachers	Ensures that teachers are working effectively and growing in their capacity to provide quality instruction

Attendance and Suspension

	Attendance	Suspension
2014-2015	96.46%	61
2015-2016	96.99%	66
2016-2017	96.48%	33
2017-2018	96.69%	25

Inclusive and Supportive Culture

2017-18 School suspensions for students with disabilities will be reduced from 15% to 10% by developing restorative practices and fostering an inclusive and supportive culture.	
Met? No, increase by 1%	
Hypothesis: Lack of alternative disciplinary consequences and improvement in culture with a focus on inclusion and support	

Major Actions	Effectiveness
Explore alternatives to suspensions with training in restorative practices and building community service models	Researched two programs
Guidance counseling program will create a multi-tiered system of support and intervention for academic and emotional well-being	Counselor met with school counseling agency (CHAC & Uplift, school community engagement facilitator, and At-Risk supervisor) to discuss student services, referral, and coordinating services for students.
Offer diverse, high-quality clubs, athletics, performing arts and other extracurricular activities	Clubs met once a week to build positive school culture
WEB mentors will meet with 6th graders throughout the year and create leadership opportunities for 8th graders	4 team building events were held throughout the school year.

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Inclusive and Supportive Culture

2018-19 Goal: Reduce the number of school suspensions from 25 to 22.
Increase average daily attendance from 96.69% to 97%

Key Strategies: Begin training on Positive Behavior Intervention Support (PBIS)
through restorative circles. Continue to offer high quality co and extra curricular
activities

Total Expenditures: $63,500

Inclusive and Supportive Culture

Key Actions	Rationale
Guidance Counseling Program Revise and refine the multi-tiered system of support and intervention for academic and emotional well-being that was created in 2017-18.	Providing an environment that helps students with both their academic and social needs encourages participation and increased achievement
Begin implementation of Positive Behavior Interventions & Support (PBIS) by training staff in restorative circles	Train staff in restorative practices that emphasize site sustainable community building and problem-solving approaches to school discipline and classroom management.
Develop community service projects as alternatives to traditional consequences	Fostering relationships and building connections in lieu of traditional disciplinary consequences will help students better develop social skills.
Continue to implement high quality co and extracurricular activities and add a conversational Spanish club Mountain View Whisman School District	Extra curricular activities provide strong connections to school and helps students develop self esteem, friendships, social skills, and engagement during instruction

Reflections

What worked?	Why?
EL/LTEL monitoring	Monitoring was consistent and allowed students to be clear on steps for reclassification
Coaching	Teachers regularly met with coaches to work on improving instructional practices
PLC structure	Time was provided for teachers to work in teams to plan for instruction

Reflections

What didn't work?	Why?
Pacing/standards based ELA instruction	There was no common pacing guide for teachers to follow to ensure all standards were being taught
Using data driven instruction	Data was not analyzed on a regular basis to drive changes to instruction

What changes are you going to make?
- Alternative to suspensions
- Increase effort in building teacher capacity through walkthroughs, coaching and feedback
- Create pacing guides for ELA for each trimester to guide instruction
- Focus on using data to drive instruction
- RFEP monitoring

Questions?