Mountain View
Whisman
School District

Monta Loma Site Plan

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Monta Loma Demographics (Schoolwide)

Monta Loma	2015-16	2016-17	2017-18
Enrollment	482	463	448
Asian	6%	7%	8%
Hispanic/Latino	48%	46%	40%
White	27%	30%	33%
Students with Disabilities	9%	8%	9%
English Learners	33%	32%	27%
SocioEconomically Disadvantaged	46%	48%	41%

Monta Loma Demographics (Grades 3-5)

Monta Loma	2015-2016	2016-2017	2017-2018
English Learners	31%	28%	27%
Reclassified Fluent English Proficient	11%	12%	12%
SocioEconomically Disadvantaged	47%	45%	44%
Students with Disabilities	12%	11%	14%
Asian	9%	5%	6%
Hispanic/Latino	50%	48%	48%
White	28%	28%	28%
Total Enrollment	255	225	228

Academic Achievement - ELA by grade

ELA CAASPP

	All MVWSD	All MontaLoma	Gr 3 MontaLoma	Gr 4 MontaLoma	Gr 5 MontaLoma
2015 ELA	60	48	35	54	57
2016 ELA	66	47	46	41	55
2017 ELA	66	50	48	51	52
2018 ELA	68	62	64	55	65

Academic Achievement - Math by grade

Math CAASPP

	All MVWSD	All MontaLoma	Gr 3 MontaLoma	Gr 4 MontaLoma	Gr 5 MontaLoma
☐ 2015 Math	54	45	40	48	46
☐ 2016 Math	60	50	56	46	49
☐ 2017 Math	62	44	48	43	41
■ 2018 Math	64	51	69	42	45

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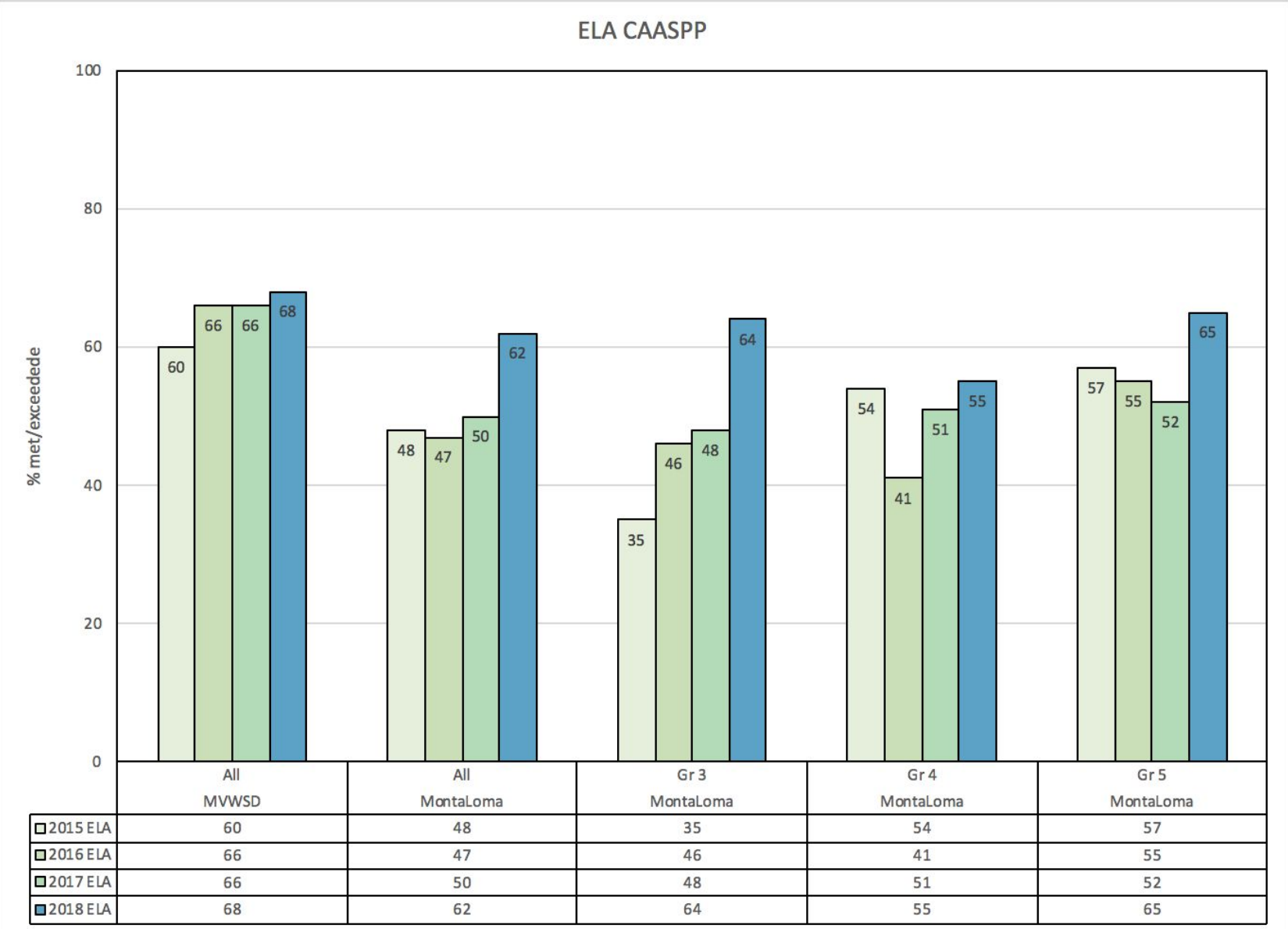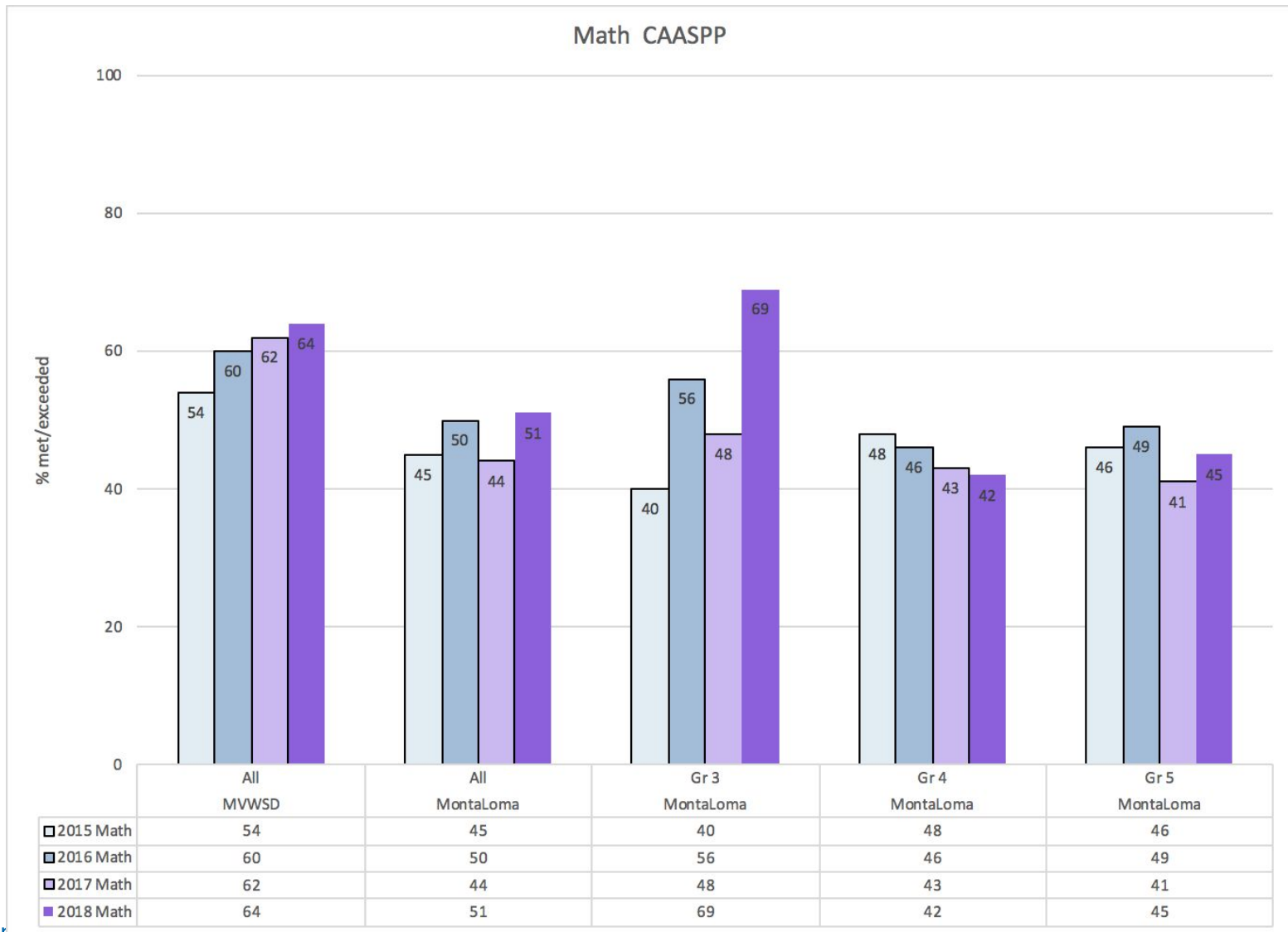
Academic Achievement - ELA

2017-18 Goal: Increase % of students meeting/exceeding from 50% to 55%
Met? Yes, exceeded this goal. 62% of students met or exceeded standards.
Hypothesis: Improved use / familiarity of core curriculum in 2nd year of implementation and effective progress monitoring for ELA Instruction and RtI.

Major Actions	Effectiveness
Effective use of core curriculum	Good. Second year of implementation increased confidence in pacing.
RtI	Excellent. Systematic data collection and analysis supported effective and efficient response.
PLC Practices	Good. Integrated RtI Systems leveraged PLC work for SMART goals and CFAs

Academic Achievement - ELA

2018-19 Goal: Increase percentage of students meeting or exceeding standards by at least 4 percentage points from 62% to at least 66%.

Key Strategies:
- RtI
- Effective Use of Core Curriculum
- PLC Practices (Essential Standards, Common Formative Assessments, SMART Goals)

Total Expenditures: $13,300

Academic Achievement - ELA

Key Actions	Rationale
PLC Practices ● Essential Standards ● Common Formative Assessments ● SMART Goals	Need to identify the essential ELA standards by grade level and articulate across grade levels.
RtI-Layered focus from literacy to broader ELA standards.	Effort has effectively increased achievement on literacy standards. Need to apply practices to additional ELA standards.

Academic Achievement - Math

2017-18 Goal: Increase % of students meeting/exceeding from 44% to 50%	
Met? Yes, exceeded. 51% of students met or exceeded standards.	
Hypothesis: Consistent use of PLC practices in 3rd grade supported site in meeting goal.	

Major Actions	Effectiveness
Effective Use of Core Curriculum	Variable: Gains in some grades but not all. Pacing was a challenge in some grades.
Blended Learning Structures with Supplementary Educational Technology	Variable: Gains in some grades but not all. Varying comfort levels with blended learning.
PLC Practices	Variable: Gains in some grades but not all. Better progress from 2nd to 3rd trimester for some grades with catch up plans and SMART Goals.

Academic Achievement - Math

2018-19 Goal: Increase percentage of students meeting or exceeding standards by at least 4 percentage points from 51% to at least 56%.
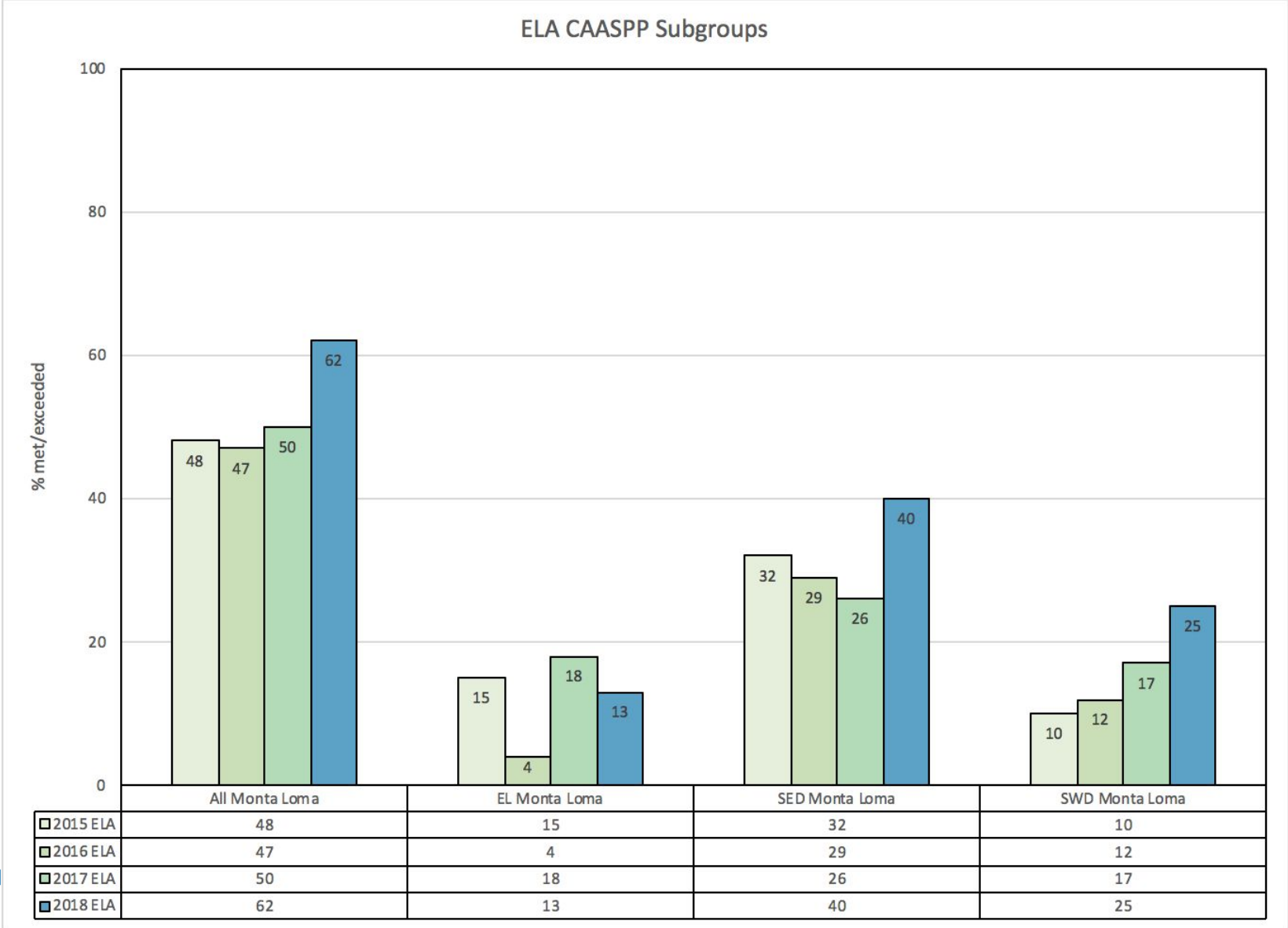
Key Strategies:
- Math Coaching
- Effective Use of Core Curriculum
- Expanded use of Blended Learning Structures/Ed Tech
- Math Intervention with Just Math/Math Olympiad PLC Practices (Essential Standards Common Formative Assessments, SMART Goals)
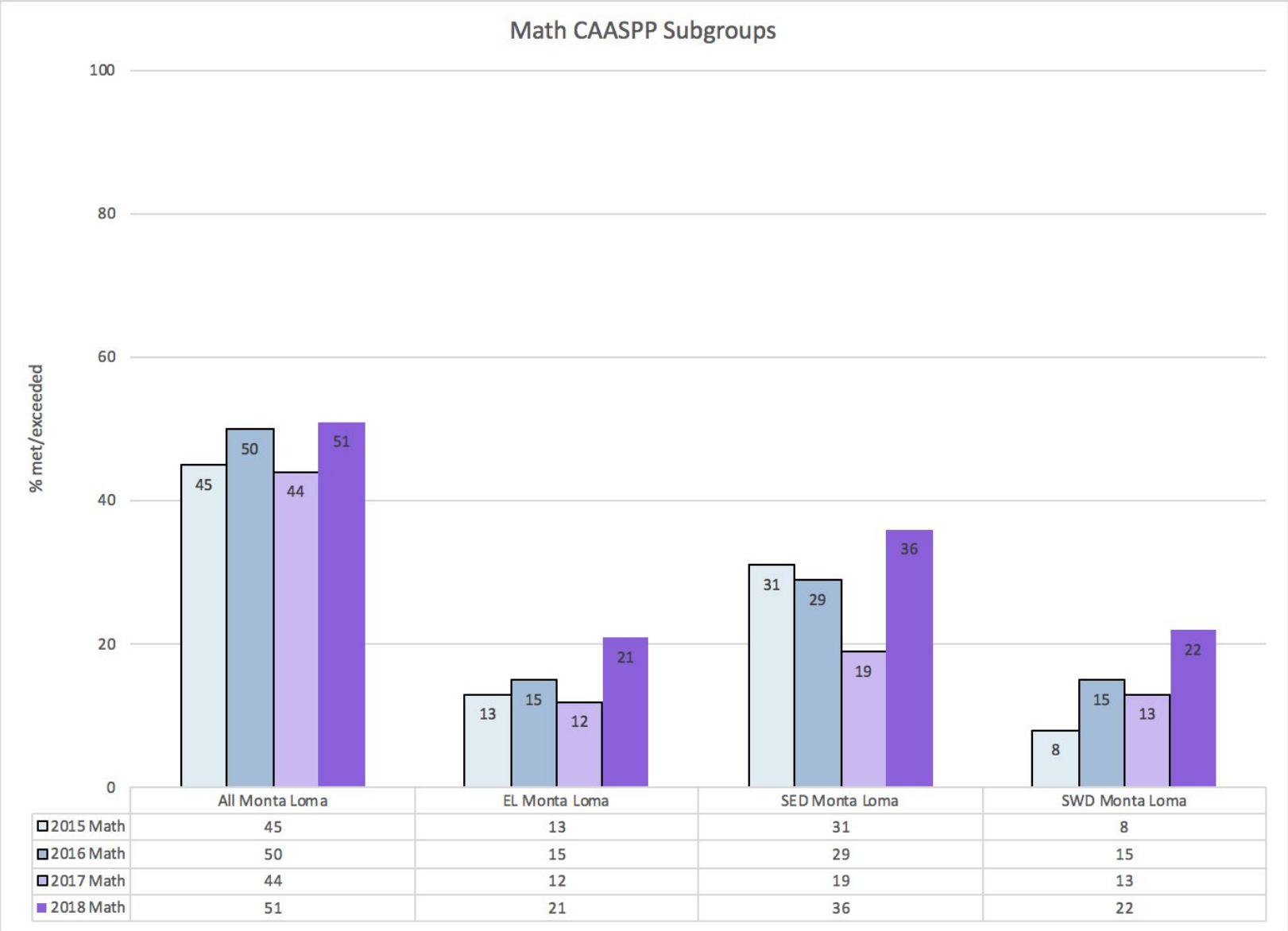
Total Expenditures $13,300

Academic Achievement - Math

Key Actions	Rationale
Expanded use of Blended Learning Structures/Educational Technology supported by Math coach.	Demonstrated success in 3rd grade. Need to increase feedback/reinforcement in other grades
Math Intervention/Extension (Just Math/Math Olympiad)	Provide opportunities to build numbers sense where it is lacking and engage higher performing students. Support ratios in 4th grade.
PLC Practices (Essential Standards, Common Formative Assessments, SMART Goals)	Continue work of previous year. Apply learning from PLC/RtI work to targeted groups Develop/expand capacity for progress monitoring.

Academic Achievement - ELA by subgroup

ELA CAASPP Subgroups

	All Monta Loma	EL Monta Loma	SED Monta Loma	SWD Monta Loma
□ 2015 ELA	48	15	32	10
□ 2016 ELA	47	4	29	12
□ 2017 ELA	50	18	26	17
■ 2018 ELA	62	13	40	25

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Academic Achievement - Math by subgroup

Math CAASPP Subgroups

	All Monta Loma	EL Monta Loma	SED Monta Loma	SWD Monta Loma
☐ 2015 Math	45	13	31	8
☐ 2016 Math	50	15	29	15
☐ 2017 Math	44	12	19	13
■ 2018 Math	51	21	36	22

Academic Achievement - ELA by ethnicity

ELA CAASPP Ethnicity

	All Monta Loma	Asian Monta Loma	Hispanic/Latino Monta Loma	White Monta Loma
2015 ELA	48	54	34	73
2016 ELA	47	67	31	66
2017 ELA	50	92	36	70
2018 ELA	62	85	41	80
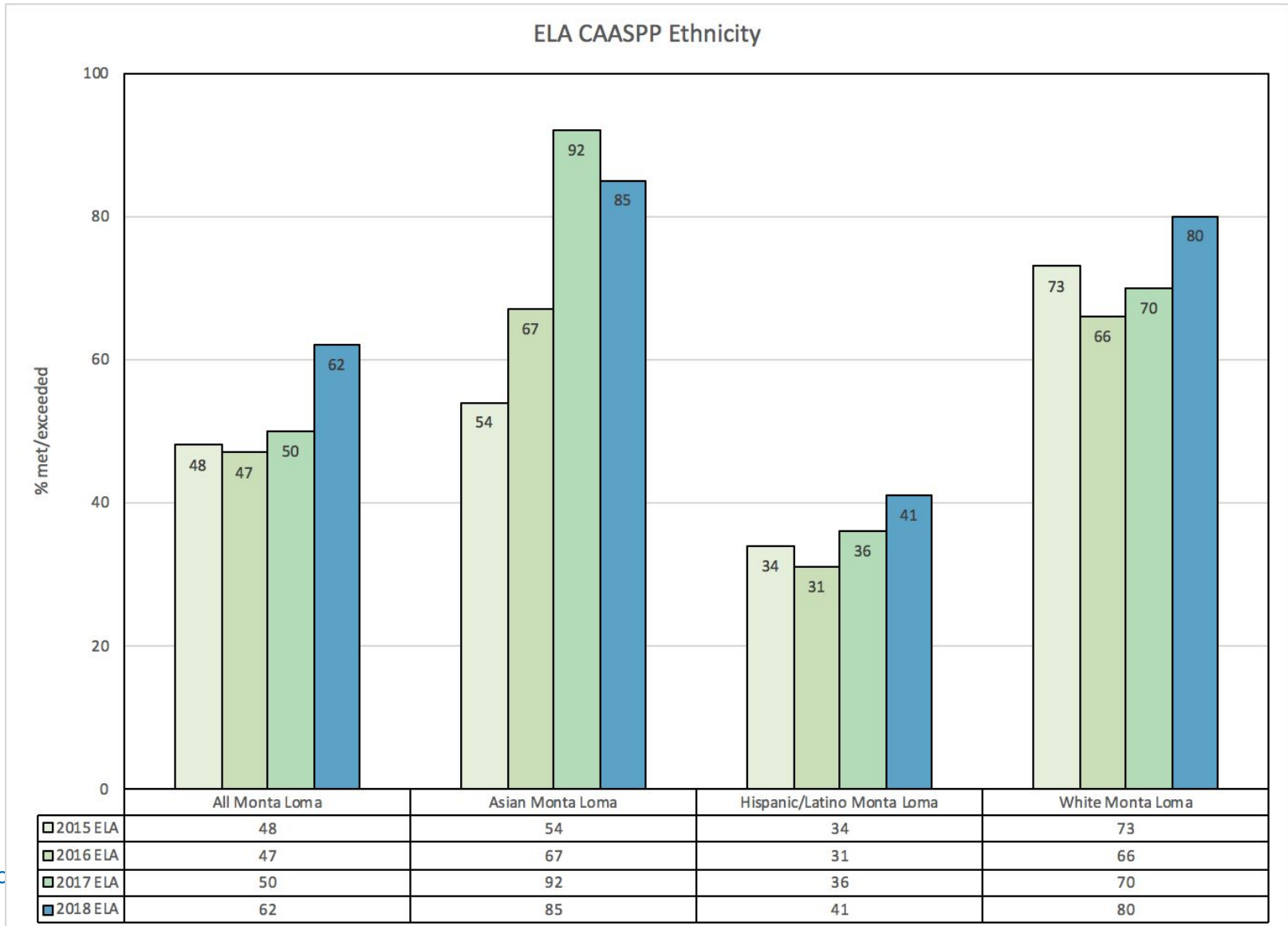
Academic Achievement - Math by ethnicity

Math CAASPP Ethnicity

	All Monta Loma	Asian Monta Loma	Hispanic/Latino Monta Loma	White Monta Loma
☐ 2015 Math	45	54	31	72
☐ 2016 Math	50	72	35	75
☐ 2017 Math	44	84	26	67
■ 2018 Math	51	85	34	71
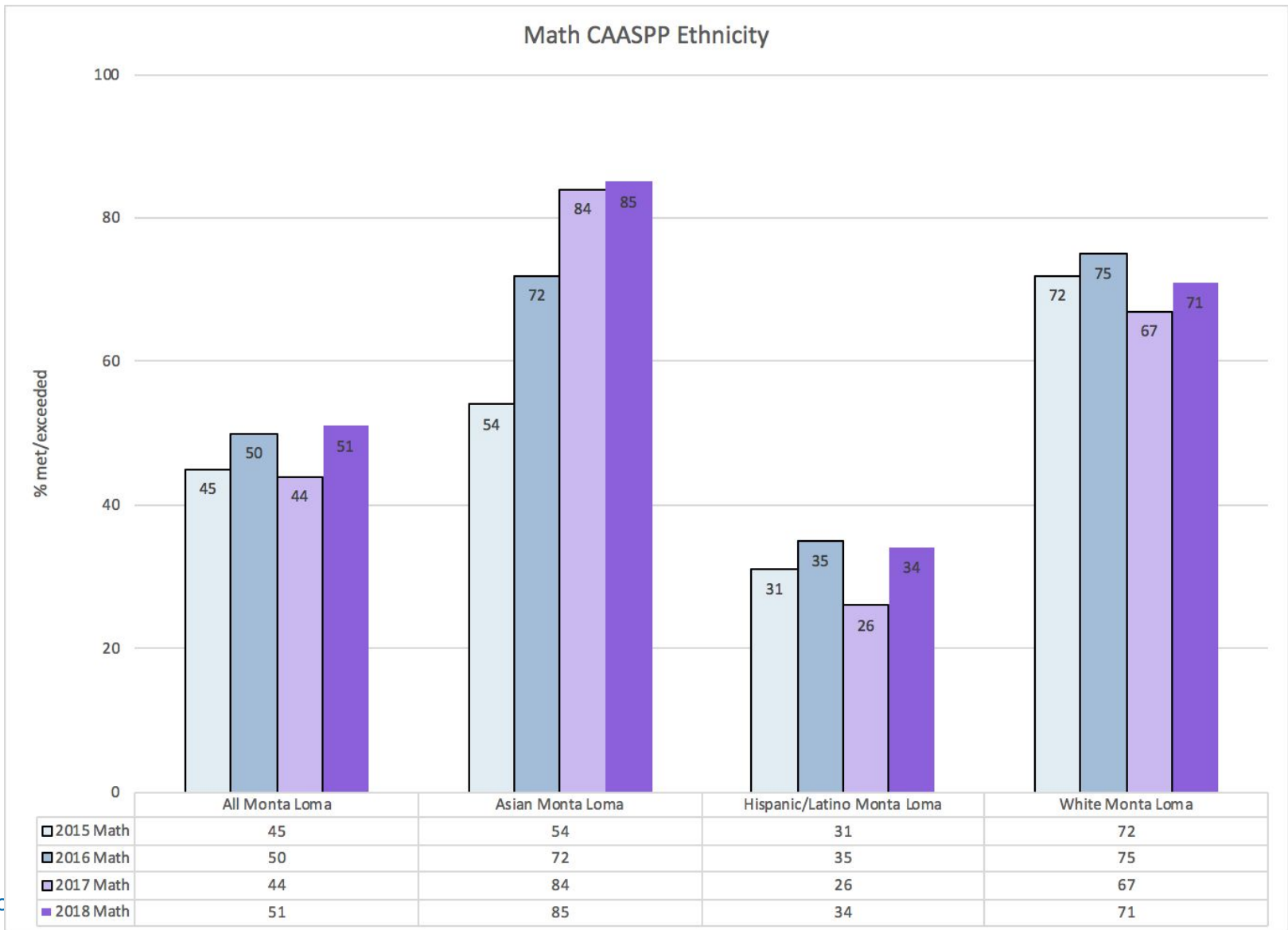
Academic Achievement ELA - by English Proficiency

ELA CAASPP English Learner Status

	All Monta Loma	EO Monta Loma	RFEP Monta Loma	EL Monta Loma
2015 ELA	48	60	76	15
2016 ELA	47	62	69	4
2017 ELA	50	62	59	18
2018 ELA	62	73	77	13

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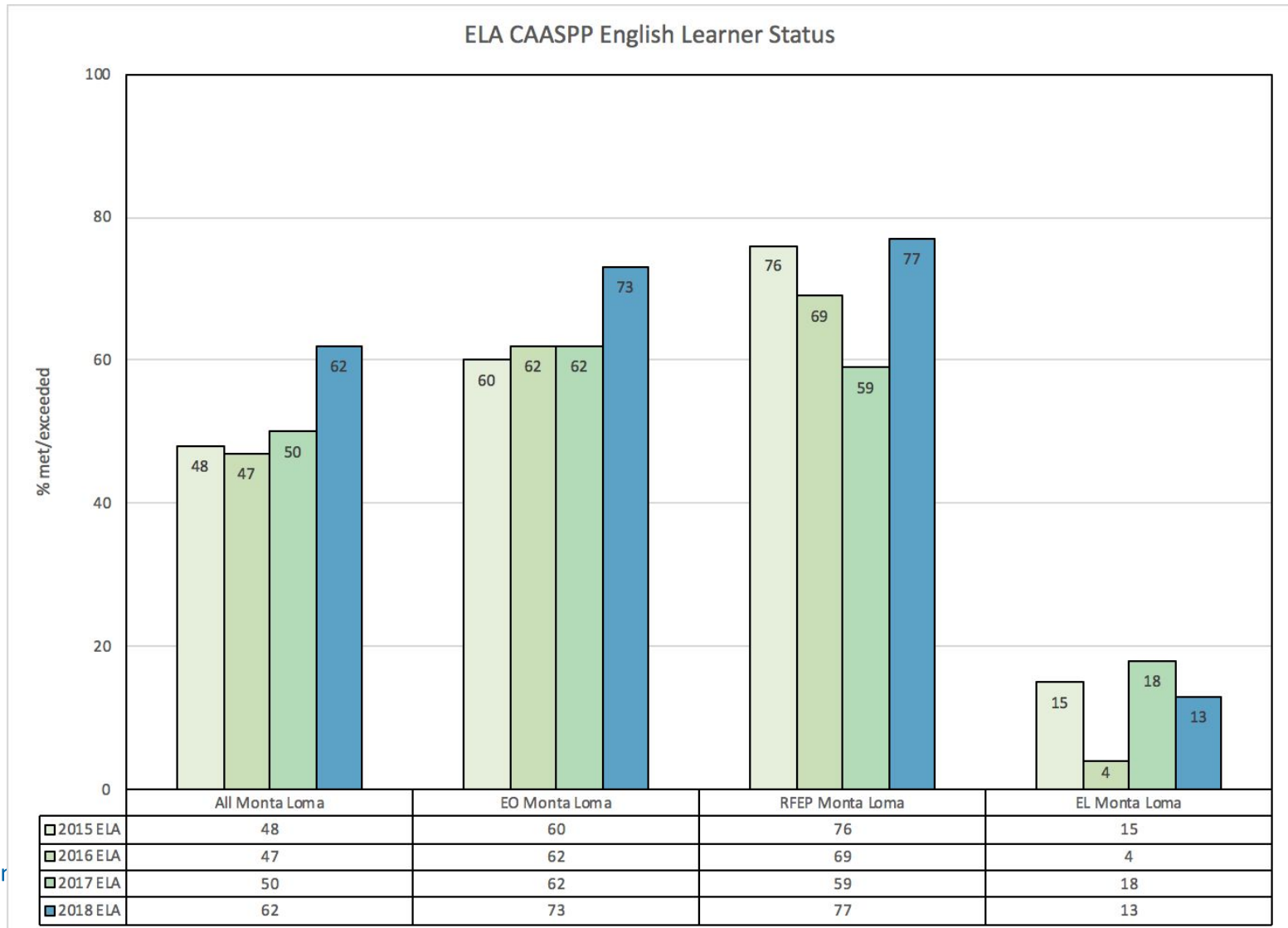
Academic Achievement Math - by English Proficiency

Math CAASPP English Learner Status

	All Monta Loma	EO Monta Loma	RFEP Monta Loma	EL Monta Loma
□ 2015 Math	45	58	73	13
□ 2016 Math	50	62	69	15
□ 2017 Math	44	56	57	12
■ 2018 Math	51	59	52	21

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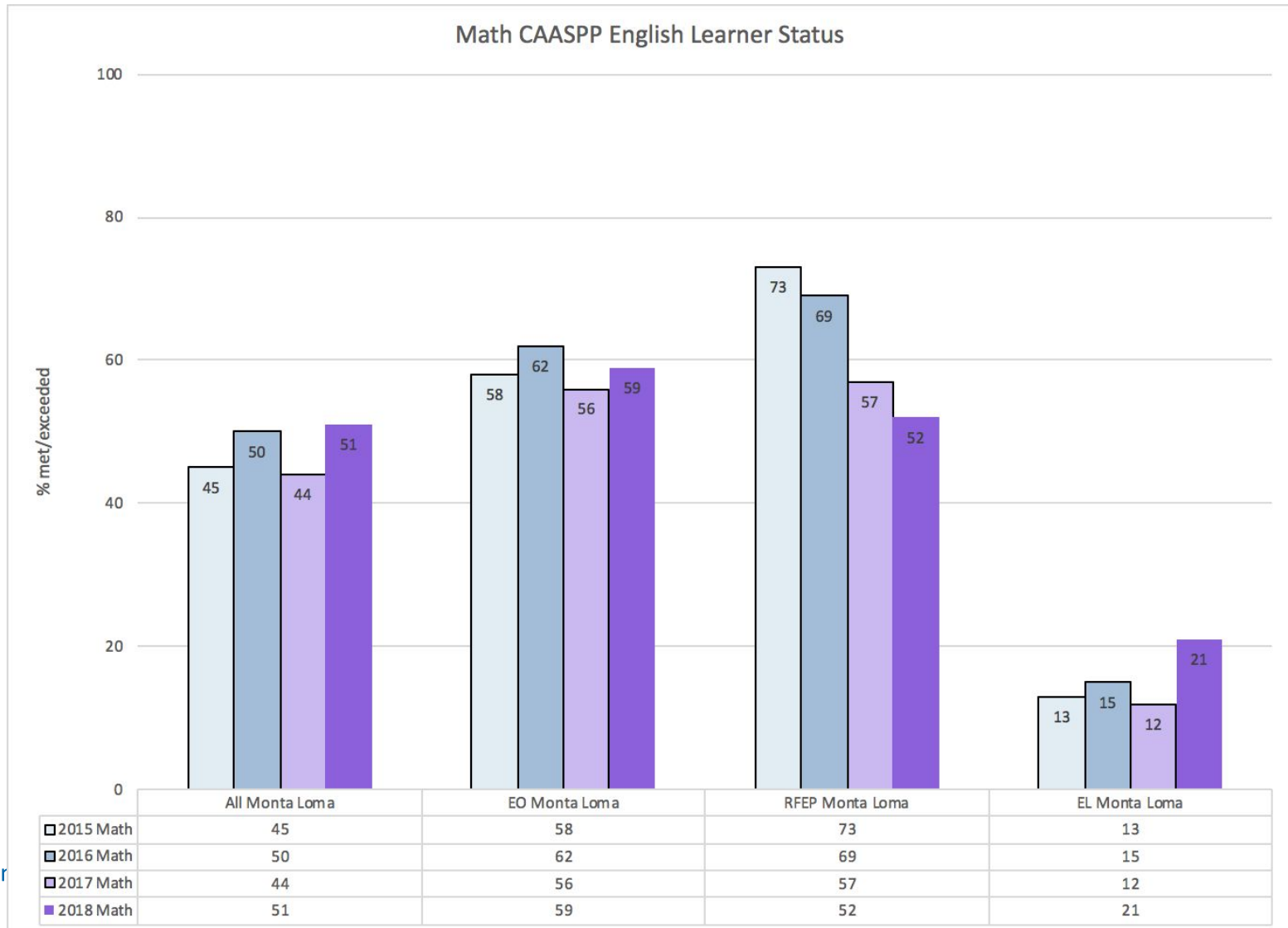
Reclassification Rates

Year	Monta Loma
2015 RFEP	13.30%
2016 RFEP	14.50%
2017 RFEP	11.30%
2018 RFEP	10.90%

Achievement Gap

2017-18 Goal: Decrease the percentage of students at risk of becoming LTELs by 10 percentage points.
Met? No. Decreased from 19 to 15 students/ 3 percentage (15% to 12%)
Hypothesis: Inconsistent intervention (staffing changes), Ineffective progress monitoring.

Major Actions	Effectiveness
SIOP	Variable. The data shows we had more success in ELA overall than Math but more success with our ELs in Math than ELA. We still think SIOP is good practice and we are refining our implementation.
At Risk LTEL Intervention	Poor. We didn't meet our goals for our these students primarily due to inconsistent delivery of the intervention.

Achievement Gap

2018-19 Goals:
- Increase the percentage of Reclassified English Fluent Proficient Students meeting or exceeding proficiency on the ELA SBAC by at least 2 percentage points (from 77% to 79%)
- Decrease the number of students at risk of becoming LTELs by at least one.

Key Strategies:
- Systematic Progress Monitoring
- Interventions for at risk LTELs and RFEPs not making progress.
- Extended Day interventions for ELs and RFEPs
- Parent Engagement

Total Expenditures: $36,150

Achievement Gap

Key Actions	Rationale
Designated ELD/At Risk LTEL/RFEP interventions	Configure groups strategically by speaking levels and provide most intensive interventions for most at risk students.
Extended Day Interventions	Provide time for most at risk students to use Lexia and other effective tools for practice and feedback.
Systematic Progress Monitoring	Apply learning from PLC/RtI work to targeted groups Develop/expand capacity for progress monitoring.
SIOP	Continue/deepen work of previous year. Leverage instructional rounds tool to increase collective efficacy and align expectations.

Human Capital

2017-18 Goal: Further cultivate a collaborative, data driven culture through the development of PLCs	
Met? Yes. Increased use of SMART goals (2 cycles per year) and collective staff work product (Essential standards for Math)	
Hypothesis: Increased time in staff meetings and structures for common products .	

Major Actions	Effectiveness
PLC time in Staff meetings,	Good when possible but more is needed. We are working to prioritize vital work over urgent nuts and bolts items during staff meetings.
Common Prep Time	Good. Most grade levels take advantage of common prep time during PE. We are finding creative ways to make time for collaboration.

Human Capital

2018-19 Goal: 10 percentage point increase in the percent of teachers reporting they are quite or extremely confident in their ability to help our most challenged students.

Key Strategies:
- Professional Development
- Guided Progress Monitoring for target populations

Total Expenditures: $1000

Human Capital

Key Actions	Rationale
Professional Development	Provide more strategies for language learner supports per teacher request.
Guided Progress Monitoring	Apply learning from PLC/RtI work to targeted groups to develop/expand capacity for progress monitoring.
Instructional Rounds	Observe practice of other teachers. Align expectations among teachers. Increase collective teacher agency and efficacy by reinforcing and spreading effective practices.

Attendance and Suspension

	Attendance	Suspension
2014-2015	96.07%	3
2015-2016	96.48%	6
2016-2017	96.12%	15
2017-2018	96.34%	8

Inclusive and Supportive Culture

2017-18 Goal: 97% attendance, 25% decrease in referrals, 25% decrease in number of students suspended.

Met? Attendance: No, increased from 96.12 to 96. 34% but not met.
Referrals :No, increased from 192 to 266
Suspensions: Yes decreased from 8 students suspended for total of 15 times to 6 students suspended for total of 8 times

Hypothesis: Increase in referrals attributed to greater attention on documentation. Even so, responsive classroom practices for logical consequences in the classroom prevented more serious behaviors, while alternatives to suspension kept students at school more. Attendance growth supported by SART letters/meetings, recognition.

Major Actions	Effectiveness
Responsive Classroom (interactive modeling, 3R language and Logical Consequences	Good. Shift to proactive versus reactive language. Increased consistency across environments (classroom, office, recess)
Attendance Awards	Inconsistent. We only recognized after the first trimester.
Truancy/Chronic Absence letters	Inconsistent. We did not meet with families or track consistently.

Inclusive and Supportive Culture

2018-19 Goal: Increase attendance from 96.34 to 97%
Decrease number of suspended students from 6 to 5
Offer 5 parent education/information opportunities with a minimum of 15 attendees.

Key Strategies:
- Responsive Classroom
- PBIS
- Alternatives to Suspension
- Increased monitoring of attendance
- Parent Ed (Curriculum nights,Take It Personally)

Total Expenditures $31,000

Inclusive and Supportive Culture

Key Actions	Rationale
Responsive Classroom and PBIS (Morning Meeting, Logical Consequences, Positive Teacher Talk, Interactive Modeling, The Leopard Way, Student Store, Social Emotional Learning)	Efforts have been effective so far. Need to maintain what is in place and add incentives for students needing more tangible and frequent reinforcements.
Attendance Monitoring and Recognition	Increased accountability for parents and incentives for students.
Parent education events	Parents indicated they would like more opportunities to be involved and more info on how to help students.

Reflections

What worked?	Why?
PLC/RtI/Coaching	Structured collaboration increased peer feedback/coaching which in turn increased collective efficacy.
Responsive Classroom	Increased tier one interventions and supports
What didn't work? Inconsistent progress monitoring	**Why?** Limited structures and supports for monitoring beyond RtI. Practices used in RtI did not transfer to other areas.

What changes are you going to make?
- Increased structures for progress monitoring
- Add Tier 2 interventions for behavior

Questions?