



Mountain View  
Whisman  
School District

# Stevenson Site Plan

Rebecca Westover, Principal  
November 2018





Mountain View  
Whisman  
School District

# The story of Stevenson Elementary

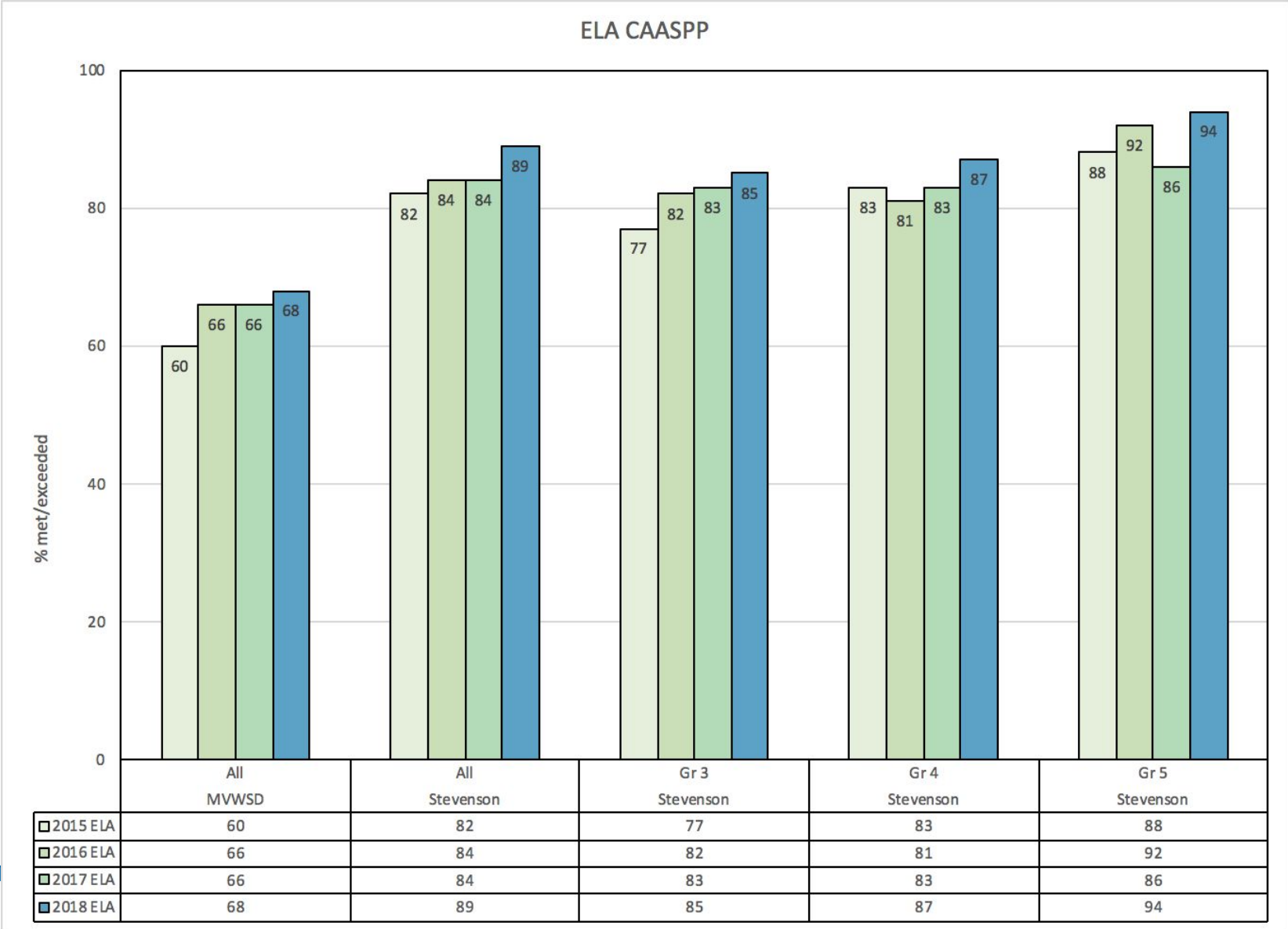
# Stevenson Demographics (Schoolwide)

Stevenson	2015-16	2016-17	2017-18
Enrollment	388	391	391
Asian	19%	28%	26%
Hispanic/Latino	12%	11%	11%
White	48%	42%	41%
Students with Disabilities	4%	4%	3%
English Learners	14%	9%	10%
SocioEconomically Disadvantaged	9%	6%	7%

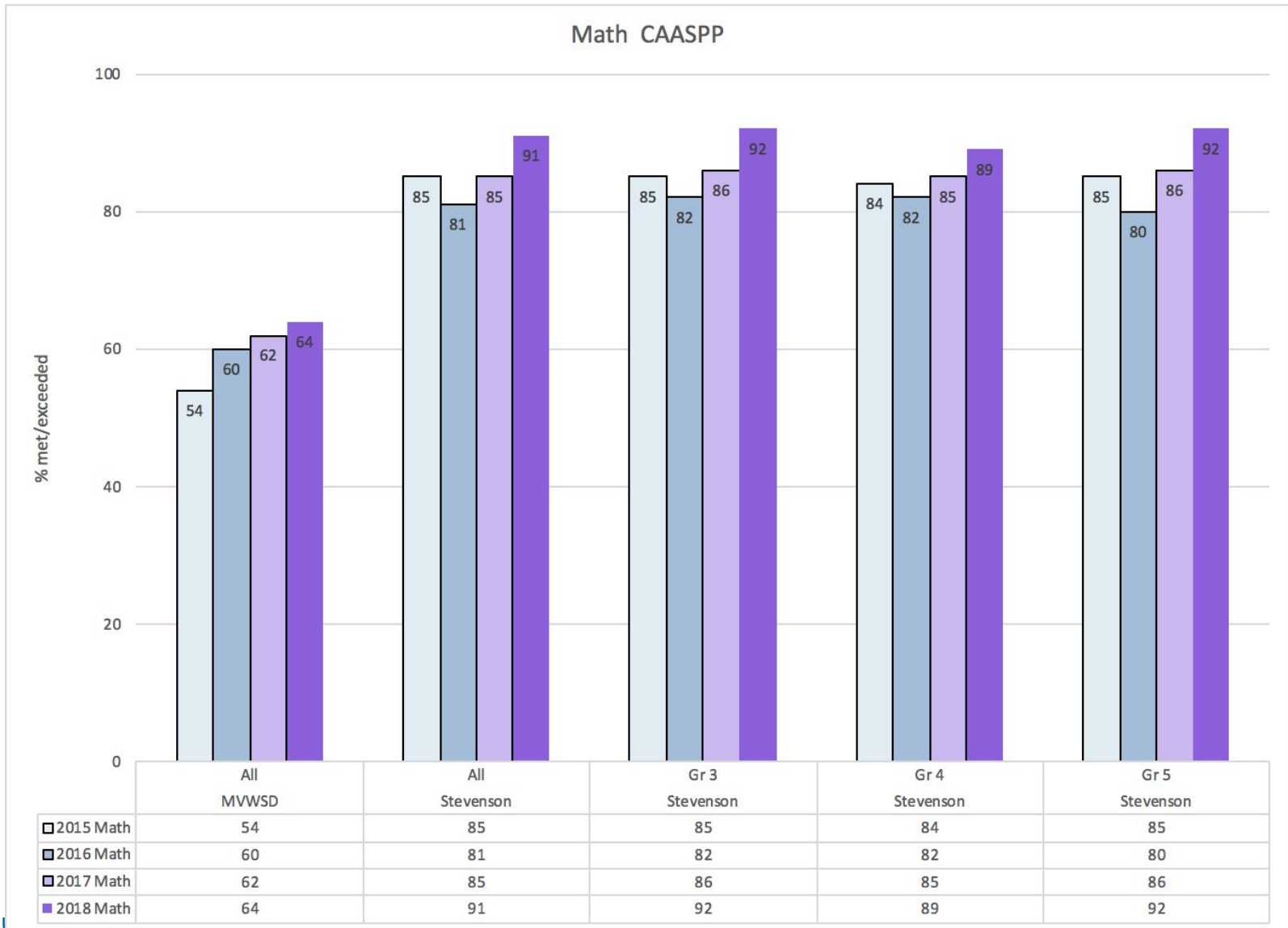
# Stevenson Demographics (Grades 3-5)

Stevenson	2015-2016	2016-2017	2017-2018
English Learners	10%	7%	6%
Reclassified Fluent English Proficient	12%	13%	14%
SocioEconomically Disadvantaged	10%	7%	7%
Students with Disabilities	5%	6%	7%
Asian	19%	17%	16%
Hispanic/Latino	10%	12%	12%
White	52%	52%	52%
Total Enrollment	187	197	195

# Academic Achievement - ELA by grade



# Academic Achievement - Math by grade



# Academic Achievement - ELA

**2017-18 Goal:** Reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 84% to 86% meeting standard by June 2018 as measured by the CAASPP

## Met?

Goal from previous year was exceeded. Moved from 84% to 89%.

**Hypothesis:** If students receive second chance teaching and teachers are able to share best practices student all achievement will improve.

Major Actions	Effectiveness
Implement Response to Instruction During STEAM time	All students showed growth (below standard and above standard)
Open Classroom Video	Teachers reported that seeing how others used meaningful activities during RTI was helpful.
Tracking Data For Response to Intervention in School City	Data shows that rounds progressed student achievement increased at each grade level.
Focus 30 Students <a href="#">Mountain View Whisman School District</a>	Focus 30 students showed improvement. Monitored each trimester.

# Academic Achievement - ELA

**10% or at least one, student** Reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 89% to 90% meeting standard by June 2019 as measured by the CAASPP.

**Key Strategies:** Response to Instruction (RTI) program with Science, Technology, Engineering, Art, and Math (STEAM) teacher, Focus 30 students, and professional development on meaningful activities and authentic learning.

**Total Expenditures:** \$4,100.00



# Academic Achievement - ELA

<b>Key Actions</b>	<b>Rationale</b>
Response to Instruction (RTI) program with Science, Technology, Engineering, Art, and Math (STEAM) teacher	Pre and post data show student improvement in standards addressed.
Focus 30 students	Third year of implementation. Student gains in SED and sub groups over the last three years.
Professional Development on meaningful activities/authentic learning	Cycle of professional development throughout the year has changed practices in the classroom.

# Academic Achievement - Math

**2017-18 Goal:** Reduce the number of students that are not meeting standards in math by 10% moving from 85% to 87% meeting standard by June 2018 as measured by the CAASPP.

## Met?

Goal from previous year was exceeded. Moved from 85% to 91%.

**Hypothesis:** Giving teachers the flexibility to choose what standards to teach during RTI will result in the academic growth of students.

## Major Actions

## Effectiveness

Implement Response to Instruction During STEAM time

All students showed growth (below standard and above standard)

Open Classroom Video

Teachers reported that seeing how others used meaningful activities during RTI was helpful.

Tracking Data For Response to Intervention in School City

Data shows that rounds progressed student achievement increased at each grade level.

Focus 30 Students

Focus 30 students showed improvement. Monitored each trimester.

# Academic Achievement - Math

**2018-19 Goal:** Reduce the number of students that are not meeting standards in math by 10% moving from 91% to 92% meeting standard by June 2019 as measured by the CAASPP.

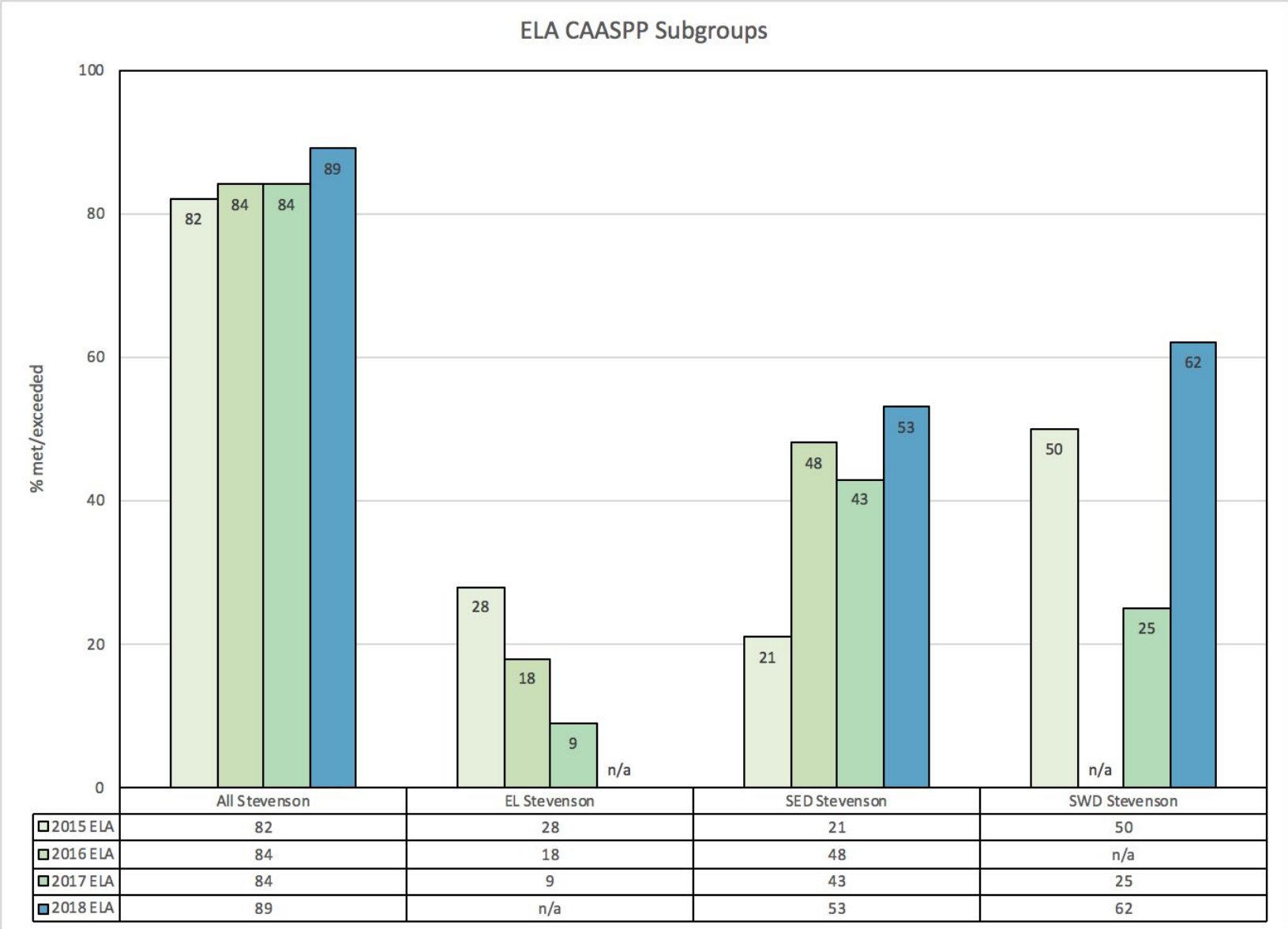
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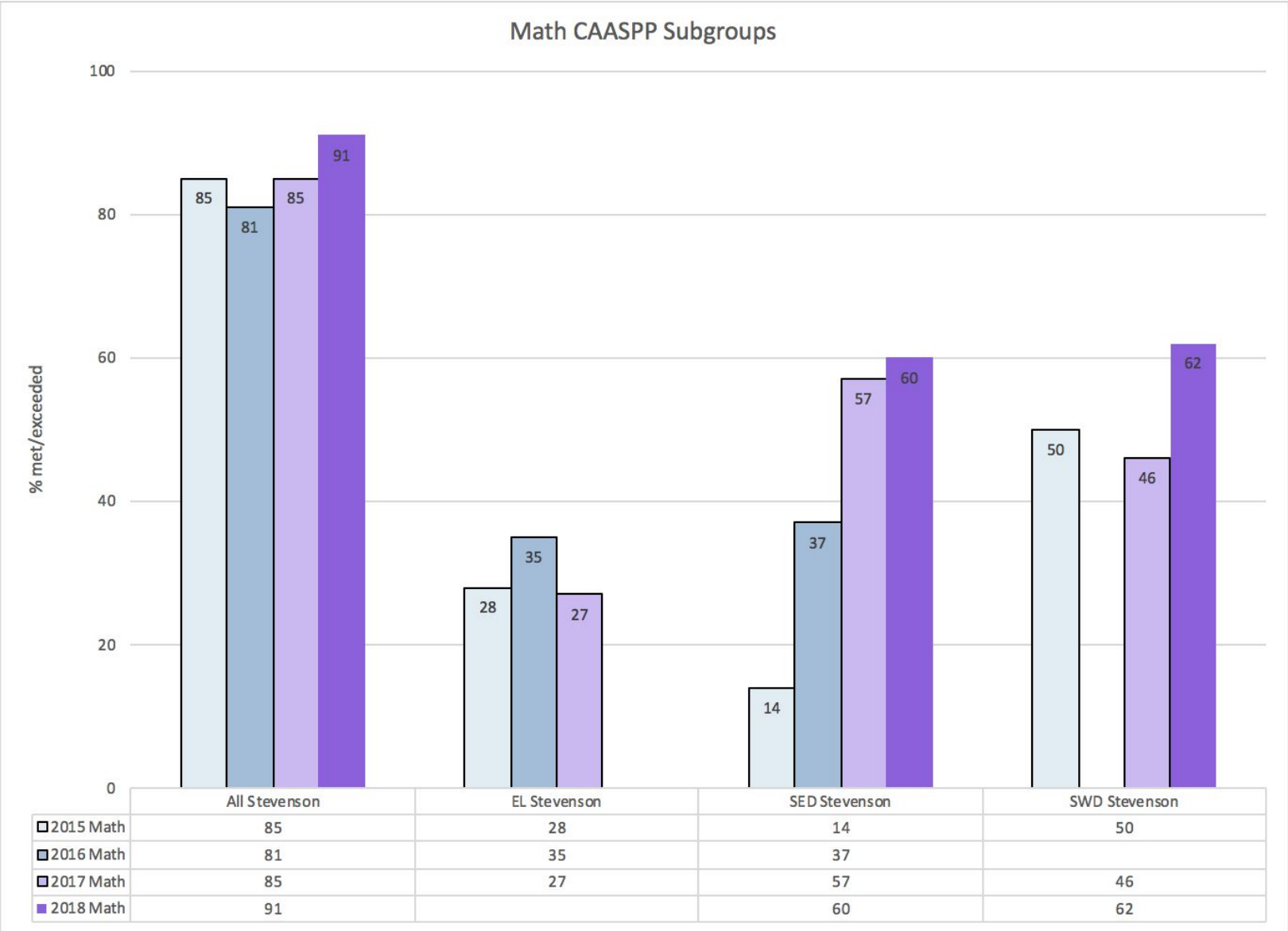
# Academic Achievement - Math

<b>Key Actions</b>	<b>Rationale</b>
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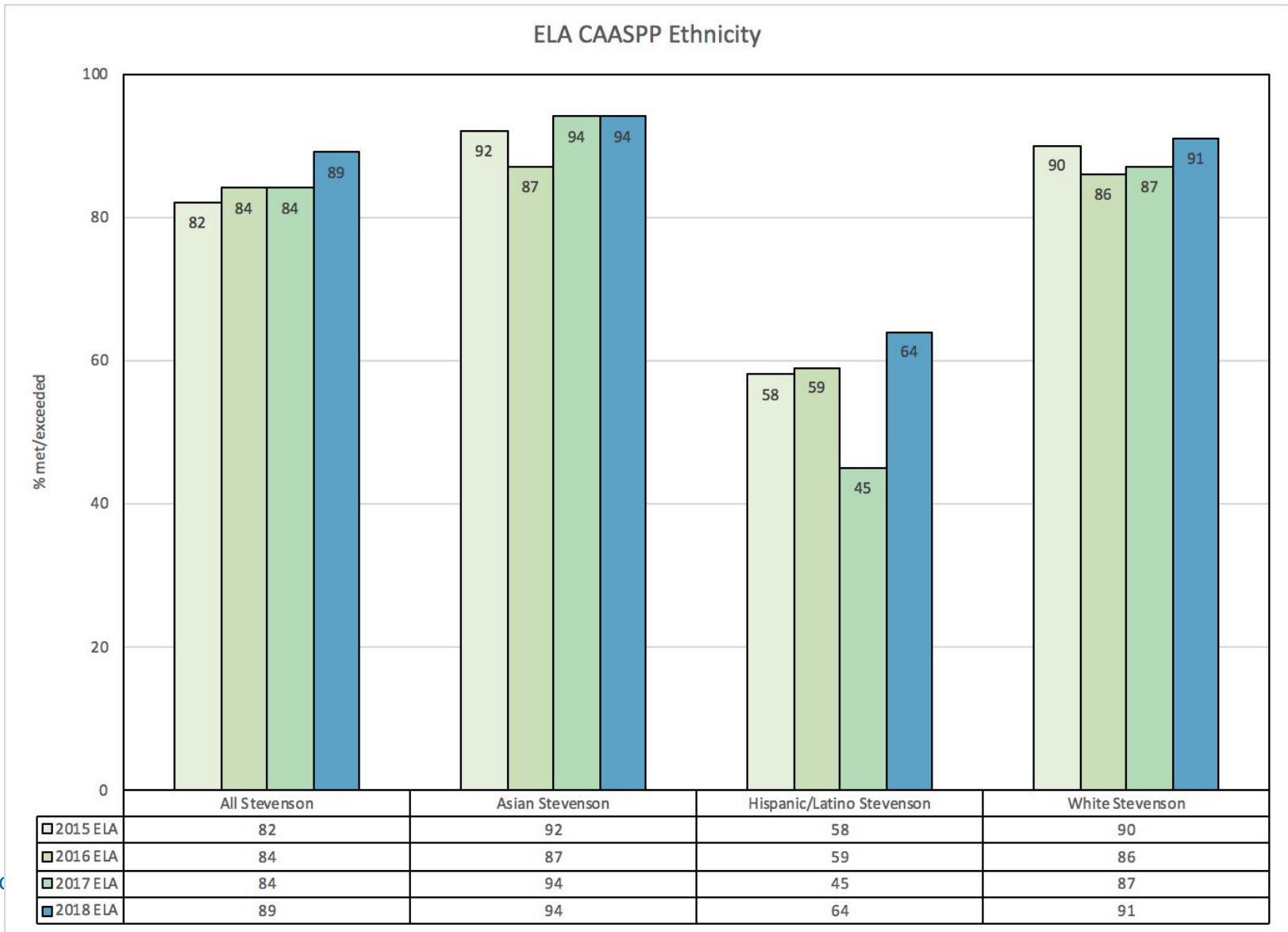
# Academic Achievement - ELA by subgroup



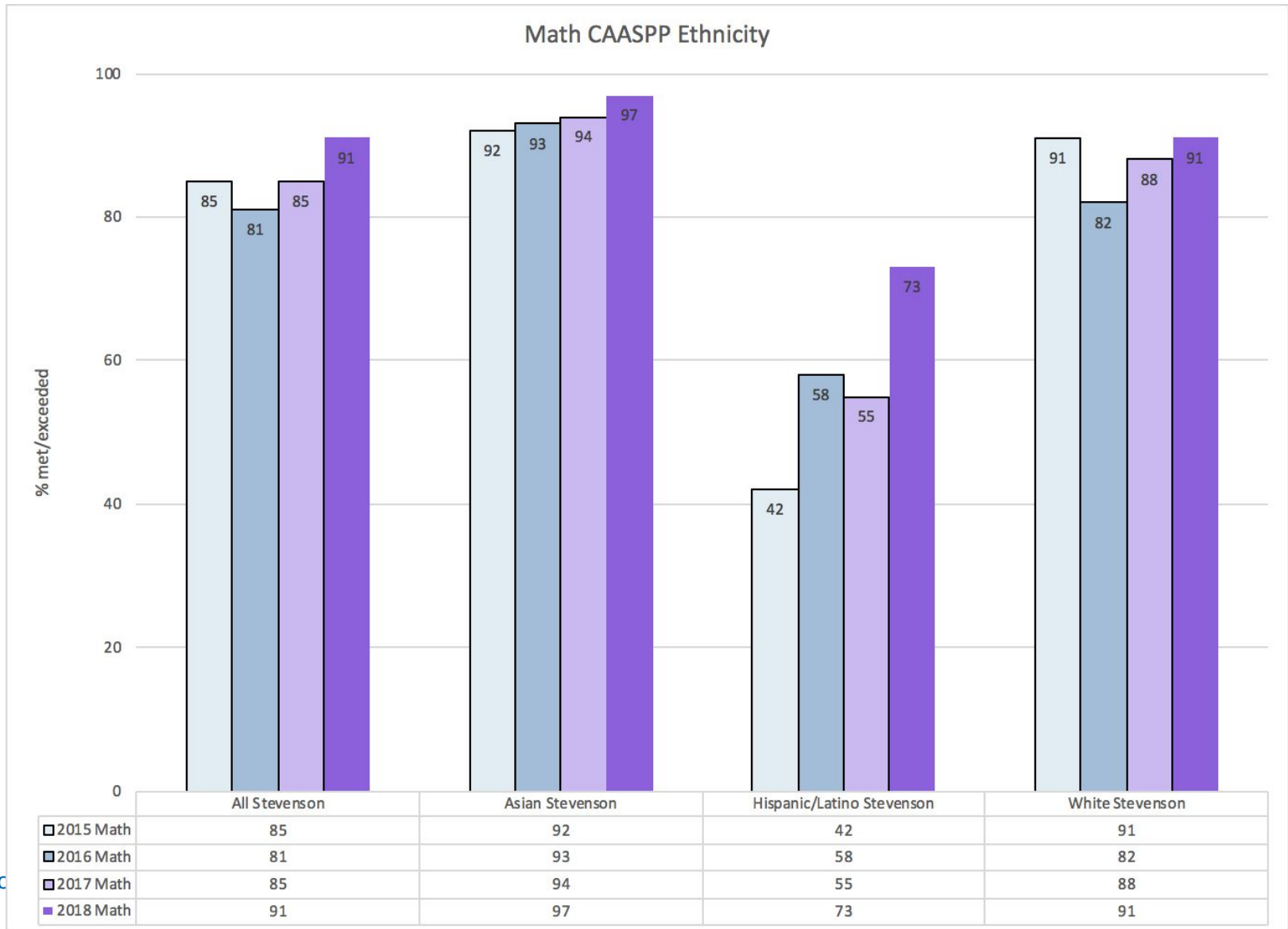
# Academic Achievement - Math by subgroup



# Academic Achievement - ELA by ethnicity

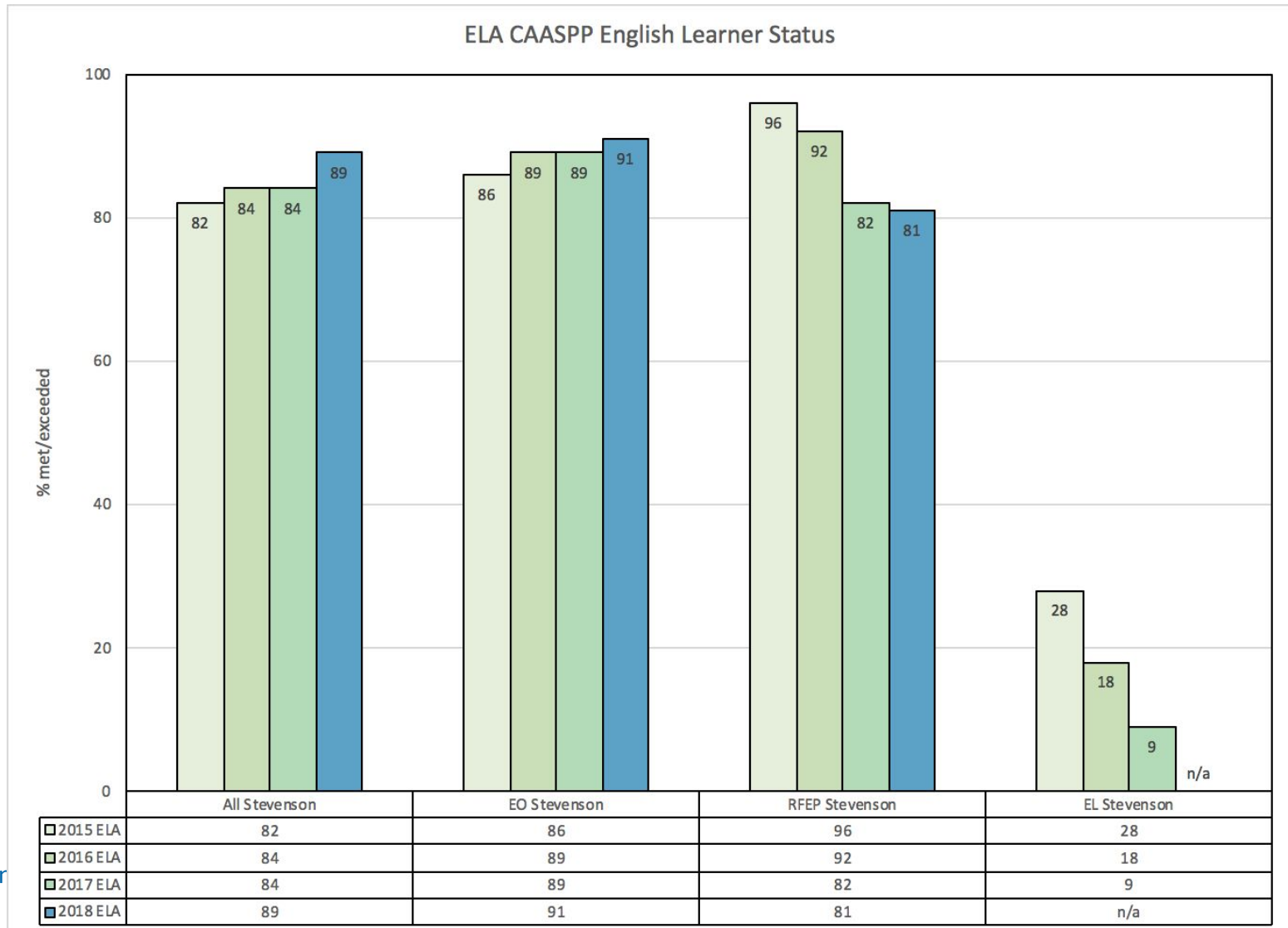


# Academic Achievement - Math by ethnicity

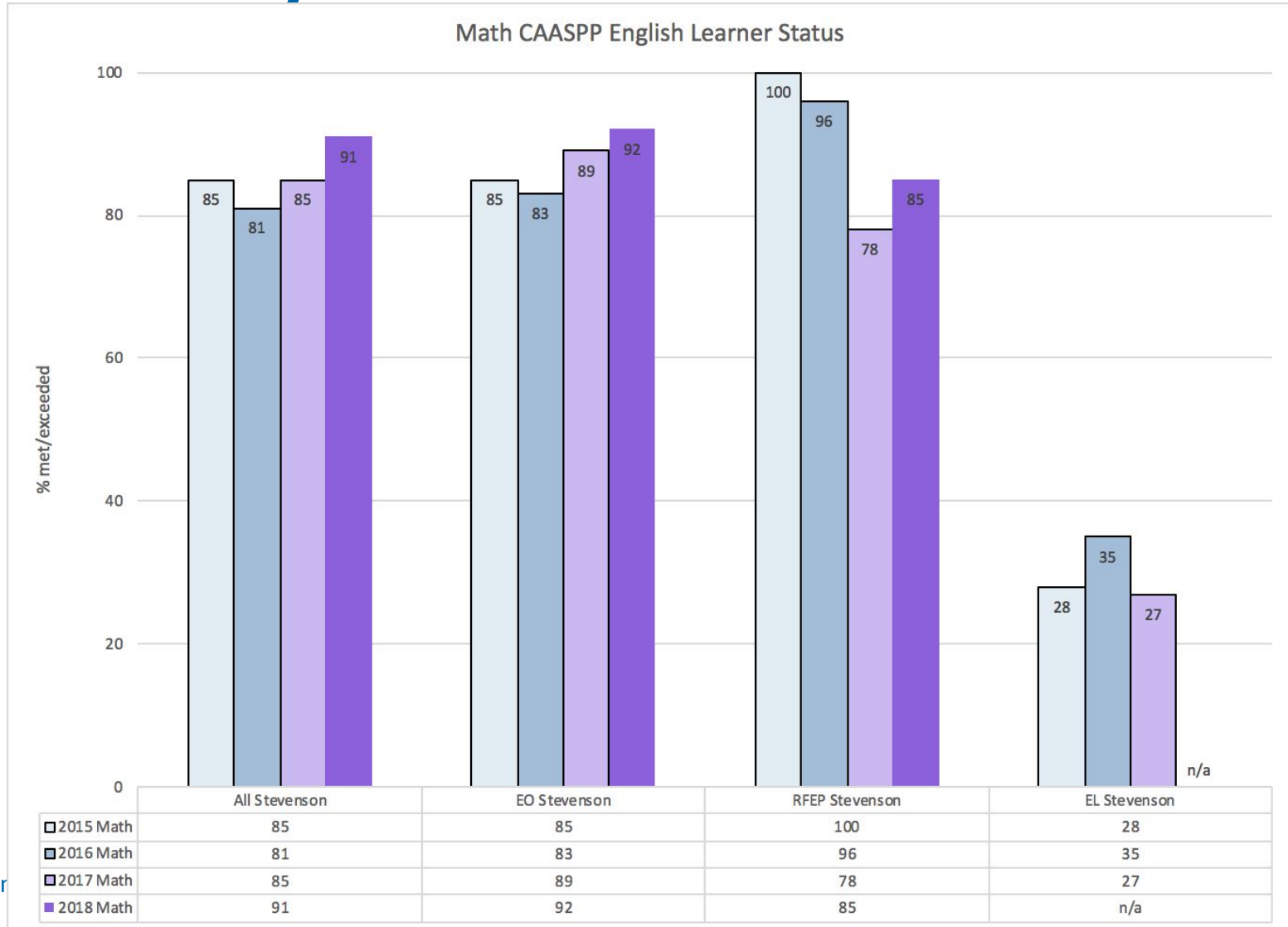




# Academic Achievement ELA - by English Proficiency



# Academic Achievement Math - by English Proficiency



# Reclassification Rates

Year	Stevenson
2015 RFEP	26.20%
2016 RFEP	23.50%
2017 RFEP	34.50%
2018 RFEP	32.60%

# Achievement Gap

**2017-18 Goal:** Reduce the number of At Risk Long Term English Language Learner students by 50% by reducing the number of students from two to one by June 2018.

**Met?** Goal met, reduced to one student.

**Hypothesis:**

By providing individual support we will reduce the number of At Risk Long Term English Language Learners.

Major Actions	Effectiveness
Small group instruction for upper and lower grade acceleration	Improved Literably scores for all students that participated and growth on state test.
SLOP Training	Intentional focus on background knowledge and key vocabulary.
Science Mentor	At risk students and families were given personal invites to science nights and Rocket Day. The mentor made rockets with kids prior to Rocket Day.
After school program <a href="#">Mountain View Whisman School District</a>	Students participated in enrichment activities after school which created a strong connection to the facilitator and school.

# Achievement Gap

## **2018-19 Goal:**

Maintain zero At Risk Long Term English Learners by June 2019.

Reduce the number of Reclassified Fluent English Proficient (RFEP) students that are not meeting standards in ELA by 10% moving from 81% to 83% meeting standard by June 2019 as measured by the CAASPP.

**Key Strategies:** Small group instruction for upper grade acceleration students, small group instruction for lower grade acceleration students, SIOP Training, SIOP Walkthroughs, SIOP grade level observation days, science mentor, after school program.

**Total Expenditures:** \$27,480.00

# Achievement Gap

<b>Key Actions</b>	<b>Rationale</b>
Small group acceleration for upper and lower grade students	All students in our acceleration program made growth in Literably and most made growth on the state test.
SIOP observations	Teachers said that peer observations had the greatest impact on their teaching when paired with PD. Administrator walk throughs also support this.
After school program	After school program that addresses the social and academic needs of students. We saw growth in students that participated last year. Creating a program that reaches more students.

# Human Capital

**2017-18 Goal:** Stevenson will create an environment that teachers want to be a part of as measured by staff turnover and reasons behind leaving.

**Met?** Goal met

**Hypothesis:**

By providing dinner on late nights and providing a venue for teachers to discuss their passions during lunch discussions teachers will feel valued and choose to stay in MVWSD.

<b>Major Actions</b>	<b>Effectiveness</b>
Dinner on late nights	Teachers felt valued and it made the late nights easier
Lunch discussions	Teachers had time to bond with their peers and had philosophical debates
Onboarding sessions for teachers	Teachers felt supported and chose to stay at Stevenson

# Human Capital

**2018-19 Goal:** Stevenson will create an environment that fosters PLC's and data driven instruction. Teachers will monitor student pre and post data as part of the RTI process. The data will be used to inform instruction and guide PLC discussions.

**Key Strategies:** Dinner provided on late nights, timing of meetings, publicity team, lunch discussions, on boarding new teachers, teacher centered walkthroughs and RTI data monitoring.

**Total Expenditures:** \$1,100.00



# Human Capital

<b>Key Actions</b>	<b>Rationale</b>
RTI data monitoring	After each cycle of RTI data will be monitored and supports will be provided as needed.
Teacher centered walkthroughs	When teachers receive feedback based on the goals they set they will feel personally valued and improve their practice.
Lunch discussions	Teachers are able to discuss why they are passionate about teaching.
On boarding of new teachers	All staff are involved in monthly meetings to onboard new staff. Helps staff get to know new people and creates a family community.

# Attendance and Suspension

	Attendance	Suspension
2014-2015	96.87%	2
2015-2016	97.13%	1
2016-2017	96.95%	0
2017-2018	97.04%	0

# Inclusive and Supportive Culture

**2017-18 Goal:** By June 2018 students will maintain an attendance rate of 97.2% or better.

**Met?** Goal from previous year was not met. Stevenson's attendance went from 97.2% to 97.04%

**Hypothesis:**  
If we create an environment that students enjoy being a part of they will come to school on a regular bases.

<b>Major Actions</b>	<b>Effectiveness</b>
Student Leadership	Students choose to spend time after school to work on community activities.
Project Cornerstone training for noon duties	84% of students feel safe at school
Responsive Classroom	87% of students report that they feel like they belong at the school.

# Inclusive and Supportive Culture

**2018-19 Goal:**

By June 2019 students will maintain an attendance rate 97% or better.  
Will continue to have 0 suspensions in the 18-19 year.

**Key Strategies:** Student Leadership, Responsive Classroom, Stevenson Values, Friday Fever, and Project Cornerstone Training for Noon Duties

Total Expenditures: \$6,020.00

# Inclusive and Supportive Culture

<b>Key Actions</b>	<b>Rationale</b>
Student Leadership	Students feel connected to school and are positive role models for lower grade students.
Stevenson Values/ Friday Fever	Community building activities and celebrations of community, respect, innovation, resilience, and collaboration.
Project Cornerstone training for noon duties	Adults that have the greatest interaction with students at recess should have common language to address and help students learn to solve conflicts.

# Parent Engagement

**2017-18** Goal: Parents will continue to be involved in the school and participate in activities and the classrooms.

**Met?** Goal met, parents continued to be involved in the school.

**Hypothesis:**

By reaching out to families and providing opportunities to be involved parents will be involved in the school.

<b>Major Actions</b>	<b>Effectiveness</b>
Parent Education	Parents feel prepared to participate in the classrooms so they are not hesitant.
Classroom Meetings	Classroom meetings helped create a stronger bond between the classroom and parents.
Family Picnic and Ice Cream Social	Students and parents attended and made connections and were able to get to know other families.

# Parent Engagement

**2018-19 Goal:**

Parents will continue to be involved in the school and participate in activities and the classrooms as measured by attendance at parent teacher conferences and the Foundations general meetings.

**Key Strategies:** Parent education - new parents will attend three sessions of parent education, classroom meetings, family picnic and ice cream social, Arts Focus, phone calls to English learner families by Facilitator

**Total Expenditures:** \$ 1,300

# Parent Engagement

<b>Key Actions</b>	<b>Rationale</b>
Parent Education	If parents have knowledge and and feel comfortable in the classroom they will volunteer more frequently.
Classroom Meetings	Classroom meetings helped create a stronger bond between the classroom and parents.
Family Picnic and Ice Cream Social	Students and parents attended and made connections and were able to get to know other families.



# Reflections

<p><b>What worked?</b> Acceleration RTI Walkthrough form Open Classroom Videos PD on authentic learning</p>	<p><b>Why?</b> Students received targeted support Teachers received personalized feedback that was targeted</p>
<p><b>What didn't work?</b>  The format of doing video viewing Needed SIOP on admin walkthrough form.</p>	<p><b>Why?</b>  It was difficult to see student interactions in the video Teachers needed one place to see feedback</p>
<p><b>What changes are you going to make?</b> Adding SIOP to admin walkthrough form Changed the process for Open Classroom</p>	

# Questions?

