



Mountain View
Whisman
School District

Mistral Site Plan

Tabitha Miller, Principal
November 2018





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The story of Gabriela Mistral Elementary

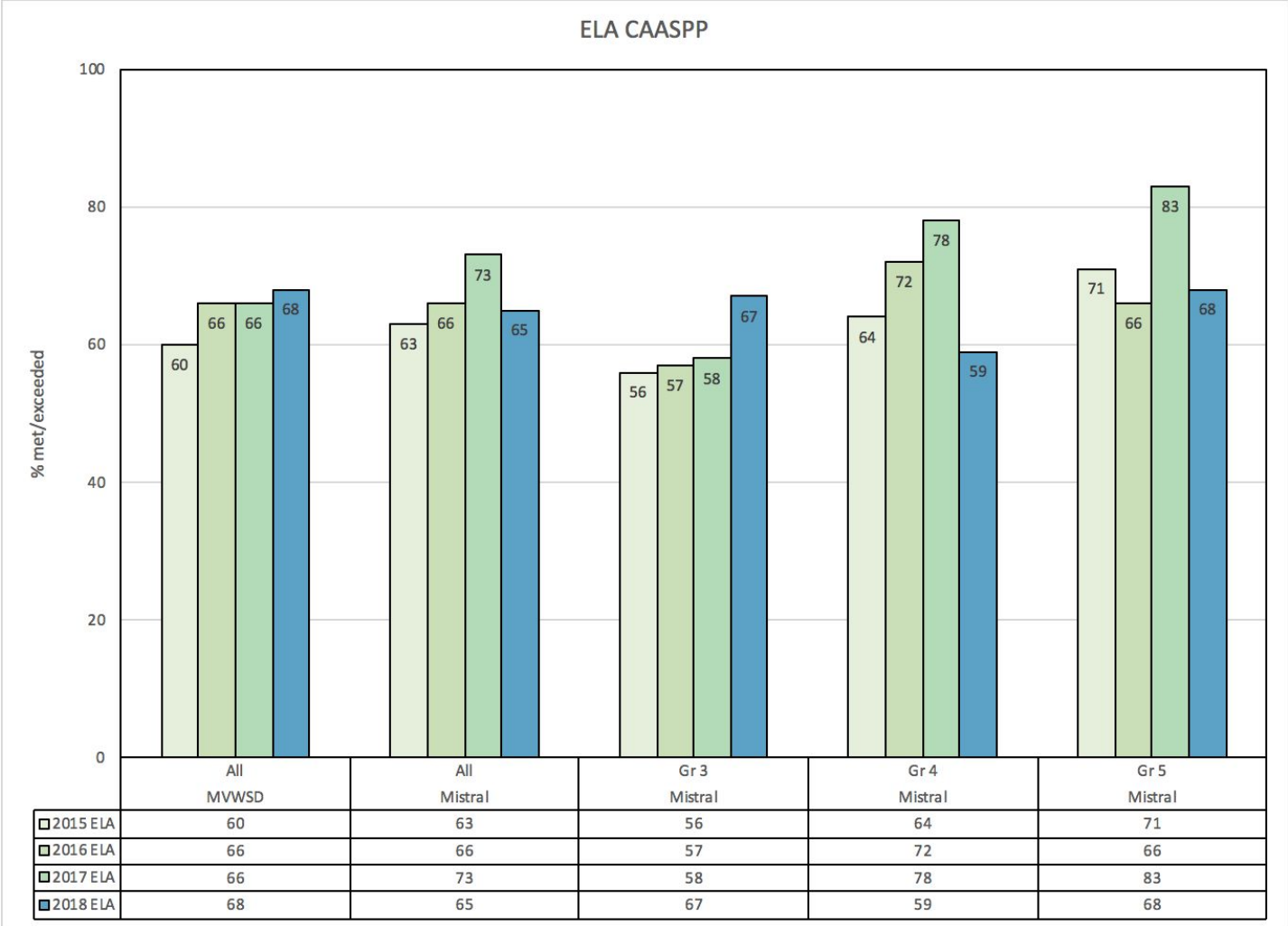
Mistral Demographics (Schoolwide)

Mistral	2015-16	2016-17	2017-18
Enrollment	395	388	389
Asian	4%	4%	4%
Hispanic/Latino	59%	59%	59%
White	27%	24%	24%
Students with Disabilities	4%	4%	4%
English Learners	33%	36%	37%
SocioEconomically Disadvantaged	40%	42%	42%

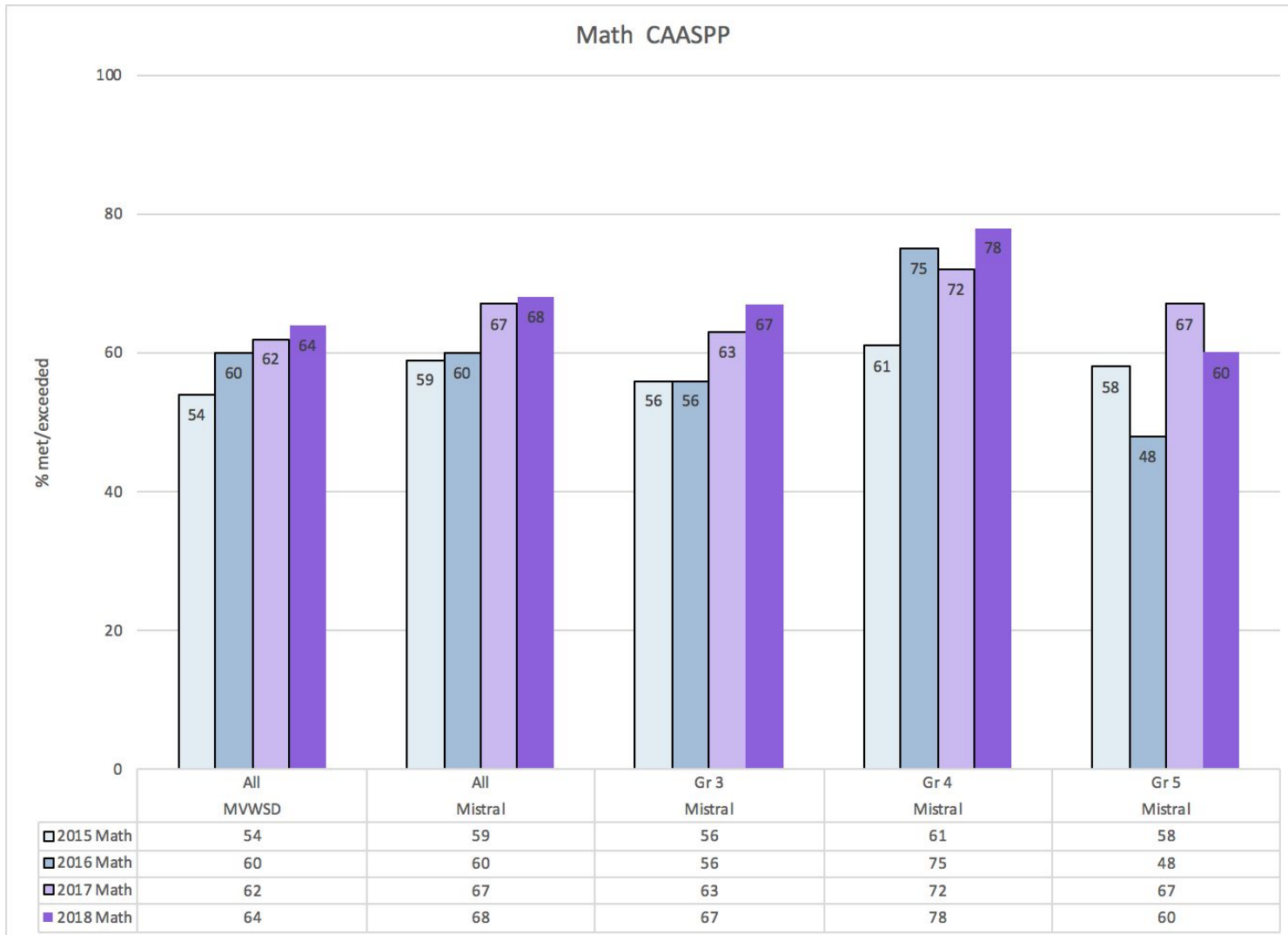
Mistral Demographics (Grades 3-5)

Mistral	2015-2016	2016-2017	2017-2018
English Learners	26%	24%	23%
Reclassified Fluent English Proficient	19%	21%	21%
SocioEconomically Disadvantaged	42%	40%	41%
Students with Disabilities	6%	5%	0
Asian	4%	4%	3%
Hispanic/Latino	63%	61%	60%
White	26%	26%	26%
Total Enrollment	174	170	164

Academic Achievement - ELA by grade



Academic Achievement - Math by grade



Academic Achievement - ELA

2017-18 Goal: Increase from 72% to 75% meeting or exceeding standards

Met: No: actual 65%

Hypothesis: ELD block inconsistent. Science taught during ELD. Use of non-English-speaking aides to implement English tutoring to struggling readers. Loss of instructional coach for half of year. Inconsistent opportunities for vertical alignment.

Major Actions	Effectiveness
PD in differentiation, blended learning, guided reading during staff meeting and regular PLC time.	Inconsistent implementation of guided reading and blended learning. More differentiation training needed.
PD and resources to support differentiation. Additional planning time for vertical and horizontal planning.	Horizontal planning time seemed effective, while vertical planning did not occur.
Opportunities for collaborative planning and full implementation of the cycles of professional learning based on student achievement data.	Collaborative planning already embedded in weekly schedule. No evidence of cycles of professional learning.
Regular progress monitoring with all grade levels, principal, instructional coach, intervention teacher	Effective for having KidTalks; however, inconsistent attention to students with disabilities.

Academic Achievement - ELA

2018-19 Goal: By June 2019, there will be a three-percentage-point increase in the number of students meeting or exceeding standards in English Language Arts (65% to 68%).

Key Strategies:

- Professional goal setting for teachers and progress monitoring
- Streamline collaboration time communication
- PD for data collection and analysis, differentiated instruction, SIOP, DOK questioning, and PL.
- Opportunities for data dives.
- Regular classroom visits – walkthroughs, SIOP walkthroughs, snapshots to provide feedback on SIOP goals. Focus on robust learning/language objectives, key vocabulary, strategies and interactions.
- Intentional, rigorous, strategically grouped ELD.

Total Expenditures: \$7,018

Academic Achievement - ELA

Key Actions	Rationale
PD around SIOP, DOK questioning, Personalized Learning, Differentiated PD.	Increase rigor, build student ownership of learning and progress, encourage goal setting among students.
Regular classroom visits with specific walkthrough forms for specific goals.	Principal's walkthrough, SIOP walkthrough, and principal's snapshot.
Intentional, rigorous, strategically grouped ELD.	All students need language development at our school.

Academic Achievement - Math

2017-18 Goal: Increase from 67% to 70% meeting or exceeding standards

Met? No: actual 68%

Hypothesis: Use of GoMath curriculum. Lack of rigor and differentiation. No RtI cycle in Math. Acceleration in algorithmic skills at home (creates wider gap and does not address concept depth and complexity). Lack of vertical alignment.

Major Actions

Professional learning in SIOP lesson design and implementation (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math.

Effectiveness

Focus changed from Science to Math midyear; work needed on objective writing. Math Talks effective.

Academic Achievement - Math

2018-19 Goal: By June 2019, there will be a three-percentage-point increase in the number of students meeting or exceeding standards in Mathematics (68% to 71%) as measured by district benchmark assessments in grades K-3 and the CAASPP assessment in grades 3-5

Key Strategies:

Use technology to streamline communication with coach and principal surrounding collaboration.

PD for data collection and analysis, differentiated instruction, SIOP, DOK questioning, and PL.

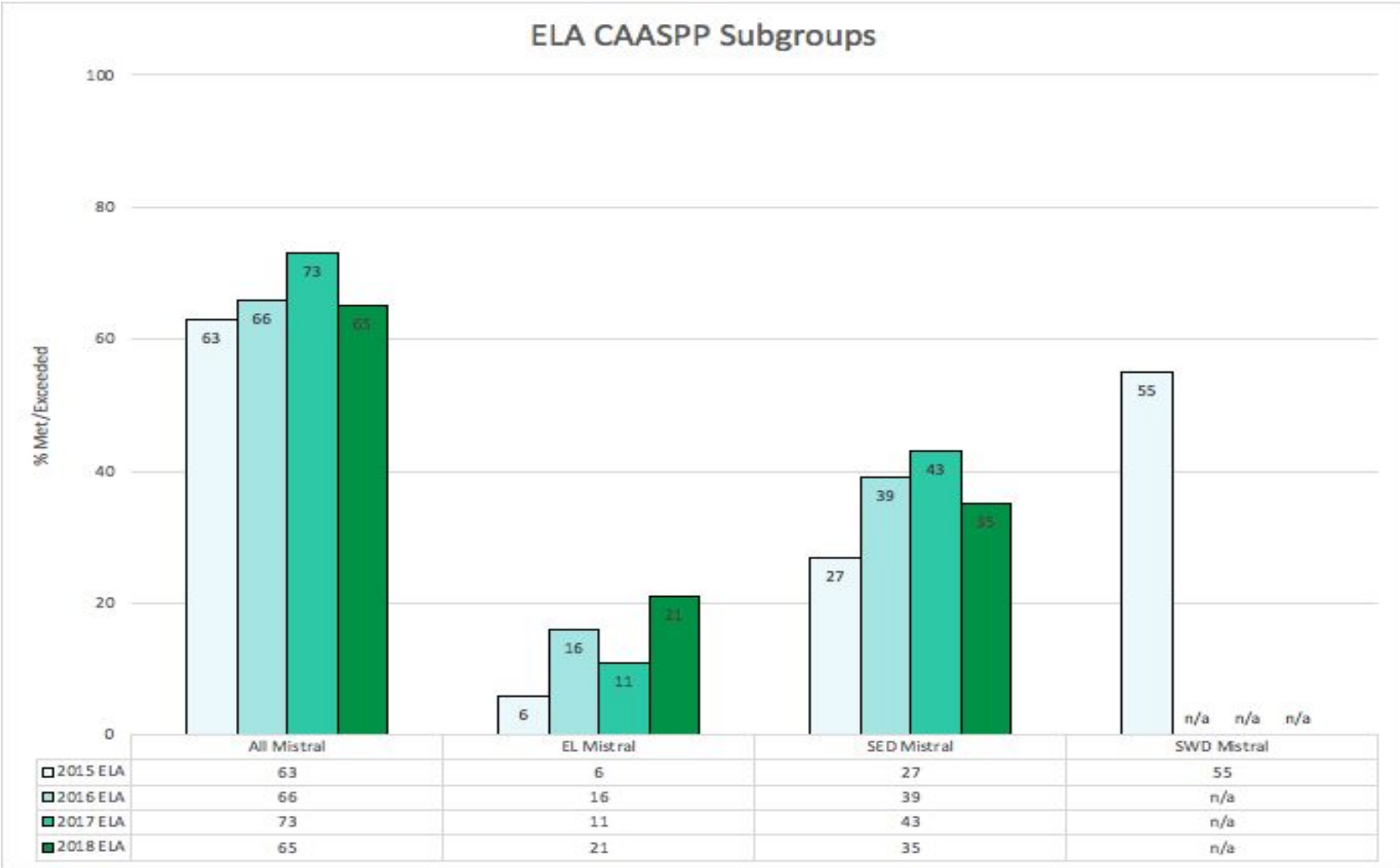
Opportunities for data dives

Total Expenditures: \$7,018

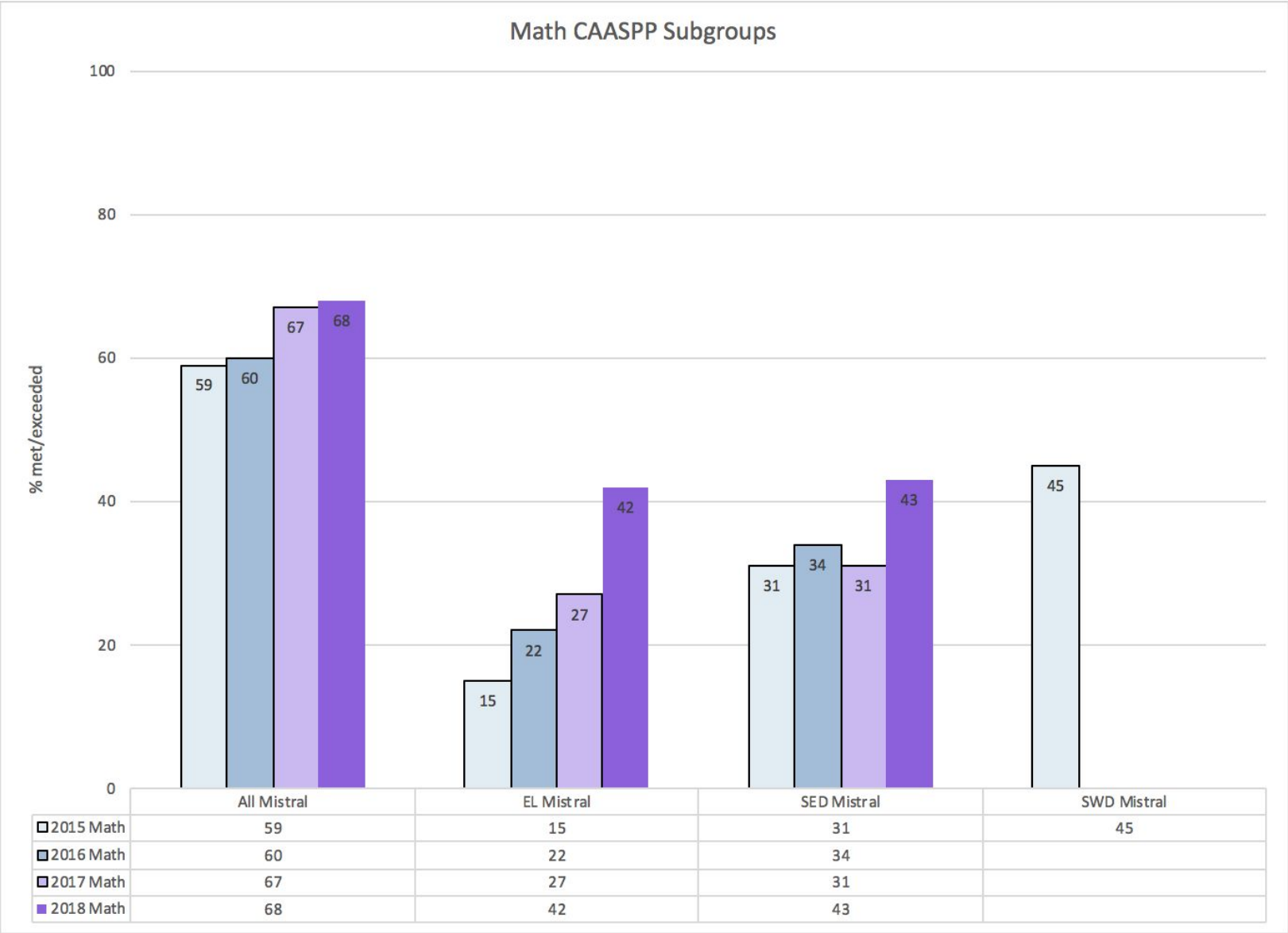
Academic Achievement - Math

Key Actions	Rationale
<p>Progress monitoring of teacher goals and collaboration, walkthroughs. Differentiated PD.</p>	<p>Teachers are learners who have goals and need differentiated experiences for learning. Accountability is also key.</p>
<p>Extracurricular Math tutoring and extension.</p>	<p>Provide remediation and extension to meet needs of all learners.</p>
<p>Time for data dives, training around effective, consistent, frequent data collection and analysis to drive instructional decisions, subs for outside PD.</p>	<p>Gain strategies (SVMI, conferences, time with district Math coach). Make data-driven instruction more effective and intentional. Gather more data so we always know where our students are and what they need.</p>

Academic Achievement - ELA by subgroup

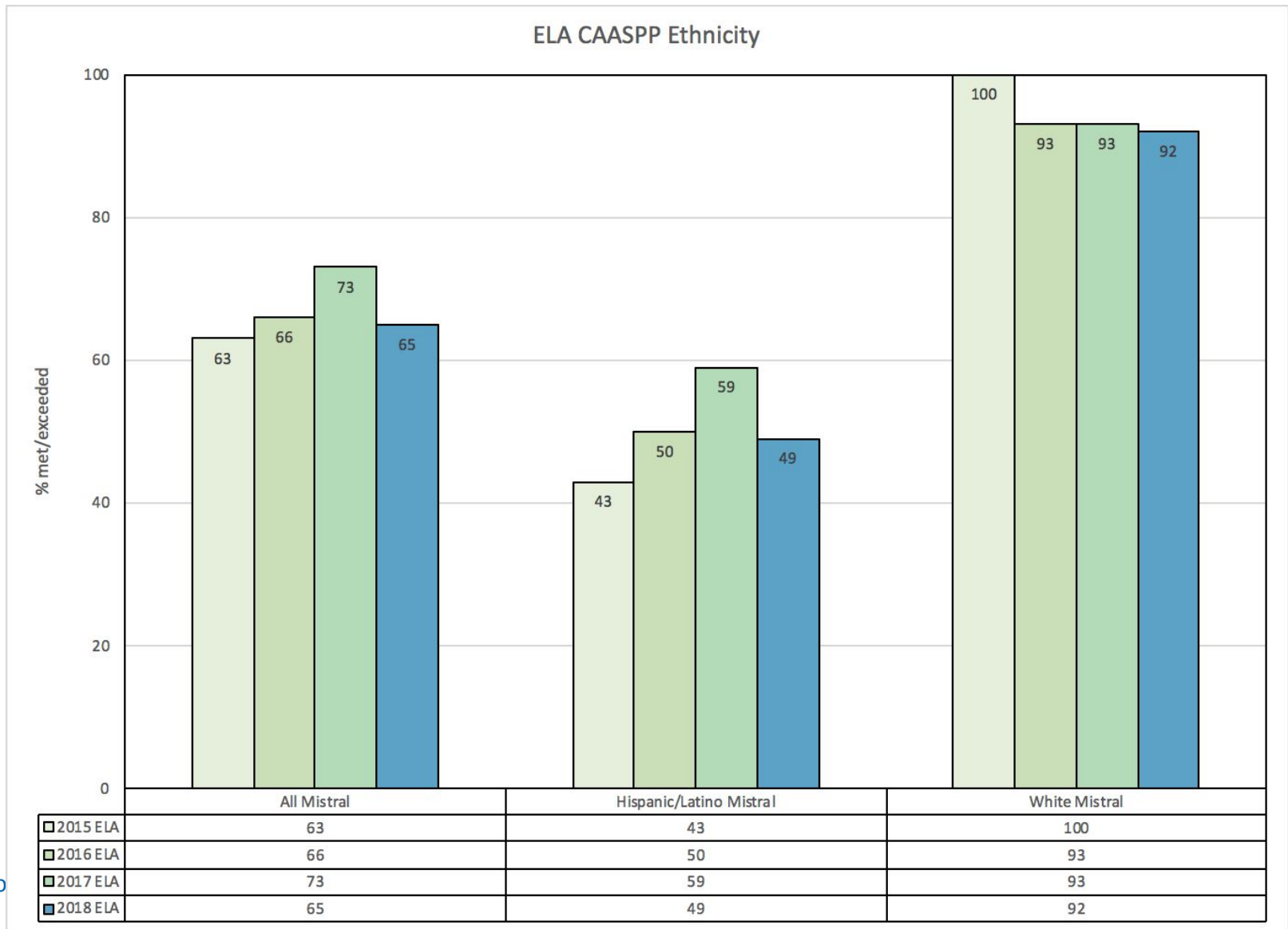


Academic Achievement - Math by subgroup

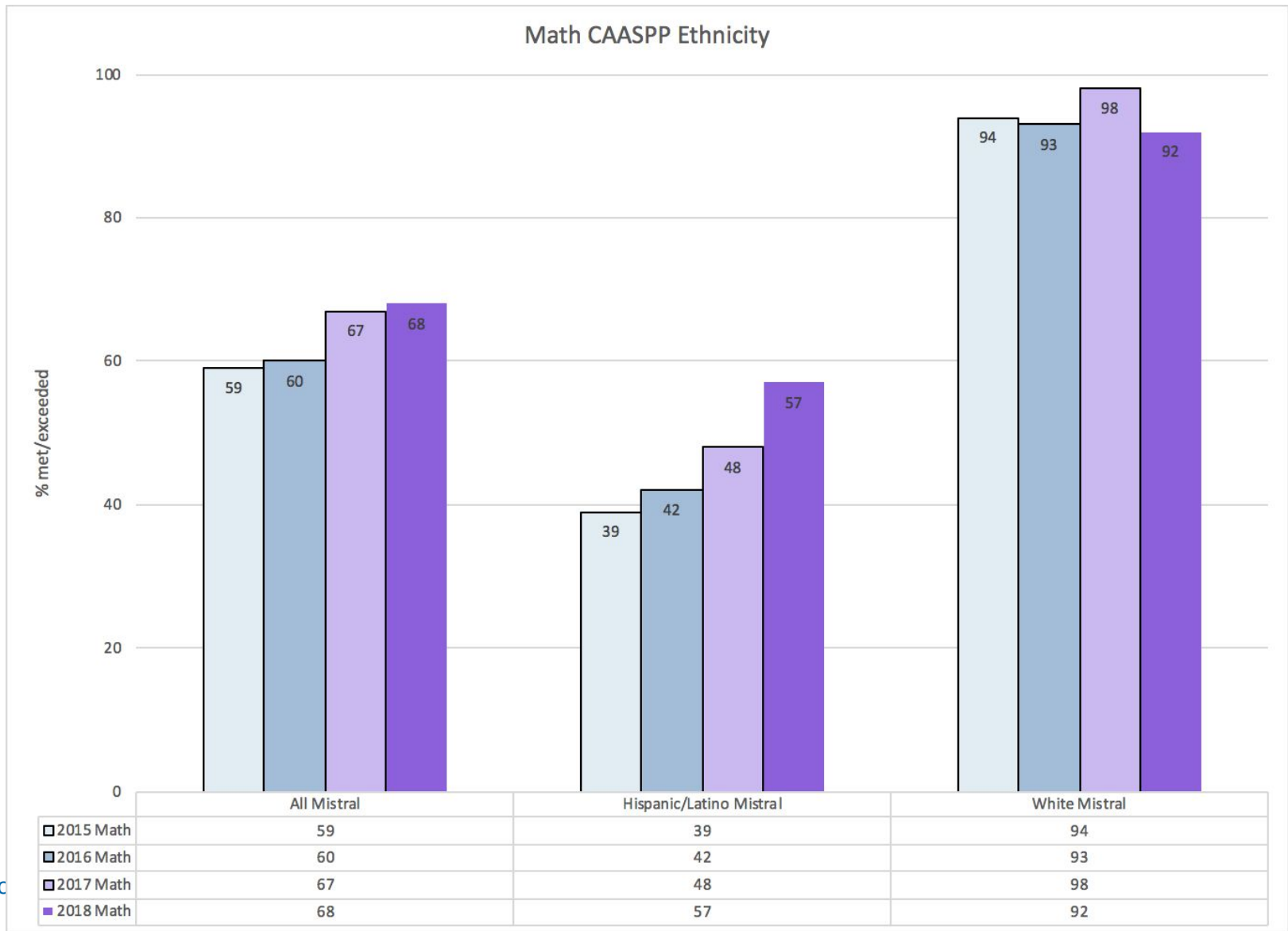


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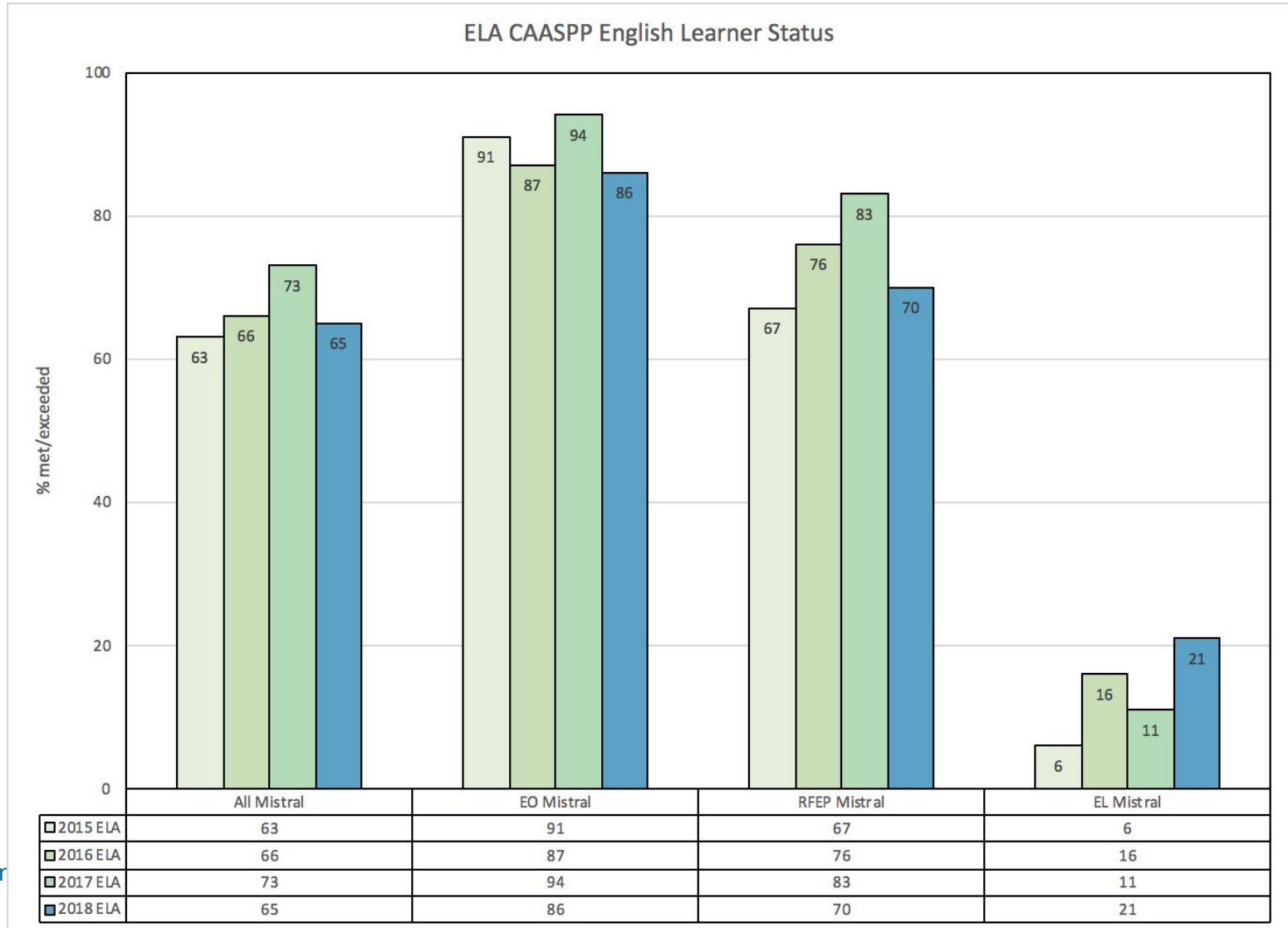
Academic Achievement - ELA by ethnicity



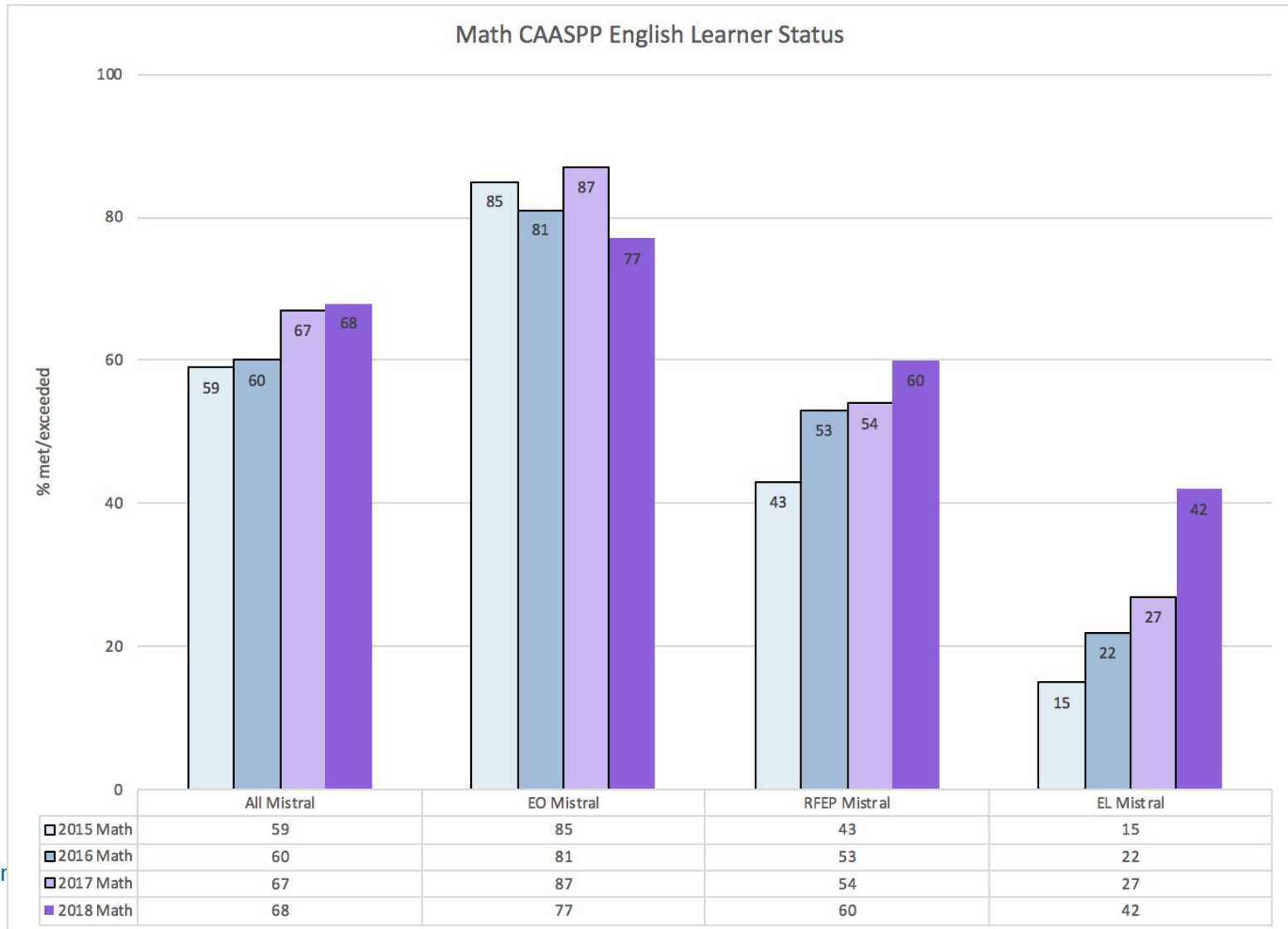
Academic Achievement - Math by ethnicity



Academic Achievement ELA - by English Proficiency



Academic Achievement Math - by English Proficiency



Reclassification Rates

Year	Mistral
2016 RFEP	0%
2017 RFEP	26.20%
2018 RFEP	9.30%

Achievement Gap

2017-18 Goal: Decrease number of At-Risk/LTEs from 11 to 8

Met? No: 10 remain.

Hypothesis: Inconsistent ELD. Science taught during ELD. Use of non-English-speaking aides to implement English tutoring to struggling readers. Loss of instructional coach for half of year. Inconsistent opportunities for vertical alignment. Overall proficiency on CELDT assessment below level 3.

Major Actions

Effectiveness

SIOP observation tool for all walkthroughs.

SIOP walkthrough tool is effective. Some objectives still more robust than others.

Hire bilingual IAs to support Giro Quetzal and school-wide differentiation of instruction.

Having Spanish-speaking IAs in the classroom is effective; however, help in English is limited or not possible.

Align instructional pacing and rigor of lessons with district benchmarks through progress monitoring.

Effective, but more rigor still needed. Lowest performers not accessing rigorous curriculum.

Use online tools for core, Rtl, extracurricular intervention (Lexia, iStation)

Programs not enough. No mini-lessons with this model (IAs not fully bilingual).

Achievement Gap

2018-19 Goal:

By June 2019, there will be a decrease in the number of AT-Risk/LTEs (Long-Term English Learners or students at-risk of becoming LTEs) by at least 1.

By June 2019, there will be a three-percentage-point increase in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (70% to 73%) as measured by the CAASPP assessment.

Key Strategies:

- Teach and implement SLOP strategies and interactions in Math lessons. Strategic small-group support in ELD for ELs in all grades.
- Extracurricular ELD tutoring and mini-lessons by certificated staff to struggling students.
- Data collection, analysis, and intentional planning. PD for teachers.
- Conduct KidTalks to discuss interventions, SSPs, SST meetings, and next steps for at-risk students. Communicate consistently and frequently with families.
- Provide supplemental supplies, programming, and materials for differentiation.
- Provide Spring Break half-day intervention for struggling learners.

Total Expenditures: \$35,904.44

Mountain View Whisman School District

Achievement Gap

Key Actions	Rationale
<p>Provide opportunities for ELs and RFEPs to use academic vocabulary, focus on Math. (SIOP interactions and strategies)</p>	<p>Explaining concept increases comprehension. Language learners need opportunities for language reception and production. Some students do not experience sophisticated language or have opportunities to explain their thinking outside of school – maximize within school. SIOP strategies help all learners so everyone benefits.</p>
<p>Analyze pre- and post-assessment data with RtIs and IAs to strategically group ELs and RFEPs for intensive practice and exposure to sophisticated language during ELD, Rtl and regular instruction. Examine math data, set goals, and differentiate instruction for target students.</p>	<p>Decisions and support should be data-driven. Differentiation and elements of Personalized Learning are key to increasing student engagement, ownership of learning, and closing the achievement (opportunity) gap.</p>
<p>Wraparound services for at-risk students: Conduct KidTalks to discuss interventions, SSPs, SST meetings, and next steps for at-risk students. Communicate consistently and frequently with families.</p>	<p>Different adults can make connections in different ways. Plans based on data and observation hold everyone accountable. Effective communication educates everyone, creates a community that can respond to student's needs. Teaching academic and SEL skills all of the time.</p>

Human Capital

2017-18 Goal: By June 2018, grade level teams will operate as a Professional Learning Community by updating guaranteed and Viable Curriculum plans, using Common Formative Assessments (CFAs) and complete 3 or more formal RTI cycles (initial teaching, assessment, collaboration, regrouping students for Tier 1 & 2 reteaching/enrichment, post assessment), and continue professional learning in Sheltered Instruction Observation Protocol (SIOP) and Social Emotional Learning - Positive Behavior.

Met? Partially met. Rtl cycles completed and mindfulness (SEL) implemented; Inconsistent: SIOP implementation, CFAs and GVCs, development of PLC practice.

Hypothesis: Not a SMART goal. Staff turnover. No access to instructional coach for half year. Shift in SIOP focus midyear. First year of Rtl implementation. No behavior plan in place.

Major Actions	Effectiveness
Provide dedicated time for all staff to engage in PLC collaborative meetings	Provided by district. Effective.
Provide PD opportunities for all staff (SIOP, PLC, Rtl, Benchmark, Adelante, GoMath, guided reading, ELD Framework, SEL, Online tools)	Limited effectiveness without accountability for who is doing/using what.

Human Capital

2018-19 Goal: By June 2019, grade levels will develop and implement a plan for consistent data collection and analysis to inform planning, instructional decisions, and grouping.

Key Strategies:

- Timely feedback to teams via weekly collaboration notes, check-in meetings, invitations to classrooms, and walkthroughs.
- PD on data-driven instruction and differentiation, variety of data (pre- and post-assessments, SBAC, ELPAC, district benchmarks, exit tickets, assignments and observational data).
- Time for walkthroughs built around SLOP and PL implementation.
- Rtl and IA teaching and assessment records.
- PD in leadership for principal and instructional coach. ASCD and CAFE membership and conferences.
- Outside PD opportunities for teachers.

Total Expenditures: \$11,109

Human Capital

Key Actions	Rationale
<p>PD on data-driven instruction and differentiation, variety of data (pre- and post-assessments, SBAC, ELPAC, district benchmarks, exit tickets, assignments and observational data).</p>	<p>Consistent and frequent collection triangulation of data leads to better knowledge of our students and more effective instructional decision-making.</p>
<p>Differentiated PD opportunities for coach, teachers, and principal.</p>	<p>Educators are learners, too, and have different levels of experience, different needs. There is always something we can learn.</p>
<p>Timely feedback to teams via weekly collaboration notes, check-in meetings, invitations to classrooms, and walkthroughs.</p>	<p>Make collaboration meaningful; expect excellence and inspect for it consistently.</p>

Attendance and Suspension

	Attendance	Suspension
2014-2015	95.99%	0
2015-2016	97.17%	2
2016-2017	96.87%	8
2017-2018	96.61%	2

Inclusive and Supportive Culture

2017-18 Goal: 84% of students will report feeling safe and respected.

Met? Partially met. 87% of students responded favorably to questions about student-teacher interaction; 62% of students responded favorably to questions about psychological and physical safety; 30% of students responded favorably to school climate questions; 47% responded favorably to school belonging questions.

Hypothesis: No school-wide behavior expectations. No data to analyze. Interventions not required before referral for repeat behaviors. Staff roles in behavior support unclear. No At-Risk Supervisor. No school-wide SEL. Not SMART goal - unclear.

Major Actions	Effectiveness
Community-building activities, parent involvement opportunities and parent education.	Some events brought community together.
Project Cornerstone with parent volunteer classroom readers.	Effective in encouraging development of SEL skills and strategies, while developing a “language” all can understand.
Parent Education: Level 1 & 2 PIQE, Parent University, EL Progress Monitoring, SELPA Workshops, PTA leadership, Educational Apps	PIQE – somewhat effective but for Spanish-speaking families only.
Culturally diverse and academic school events.	Effective. Parents and students enjoy.
Playworks Team Up program for safe, healthy recess. Mountain View Whisman School District	Effective for promoting SEL; however, most conflict occurs on playground. Very expensive.

Inclusive and Supportive Culture

2018-19 Goal: By June 2019, there will be an increase in positive perceptions of the school by students and family members by 5% on select questions in the Panorama survey.
By June 2019, there will be an increase in daily attendance from 96.6% to 97%.
By June 2019, there will be a reduction in suspensions by at least 1.
By June 2019, there will be a five-percentage-point increase in staff responding favorably to the amount and quality of feedback received (68% to 73%).

Key Strategies:

- Attendance reminders
- School-wide social-emotional (SEL) program
- Positive interventions within structured discipline plan
- New family engagement plan
- Multicultural, family, educational events with childcare and interpretation
- Wraparound services for at-risk students

Total Expenditures: \$79,182

Inclusive and Supportive Culture

Key Actions	Rationale
<p>Clearly defined behavior plan, pre-referral, interventions required. Recognition of model Quetzales. Establish school-wide SEL. Continue Playworks and Project Cornerstone but establish school-wide system.</p>	<p>Ownership of a school-wide SEL program with intentional interventions and support will hold us accountable for teaching SEL skills to students who lack them.</p>
<p>Host and provide childcare and interpretation for school-community events that are relevant to all families.</p>	<p>Bring community together. Encourage participation based on community's needs – very different; two communities, in essence. Consistent communication around our purpose as DI, as educators, as families. Agreement among adults to provide for our children.</p>
<p>Staff pulse check and solution-oriented leadership team meetings.</p>	<p>The team of educators has a voice and can take ownership of solutions.</p>

Reflections

<p>What worked?</p> <ul style="list-style-type: none">• Teachers implement SIOP.• IAs provide for smaller groups and individual instruction.• Teachers collaborate weekly in PLCs.• Rtl cycles were run well.• Monthly recognition of model students.• Community events to celebrate culture.	<p>Why?</p> <p>Teachers are aware of effectiveness of SIOP strategies. PLCs generally work well together. Rtl cycles are the norm and students receive extra help. Community enjoys events.</p>
<p>What didn't work?</p> <ul style="list-style-type: none">• IAs lacking English skills cannot tutor English.• PIQE did not reach all families.• Inconsistencies in SIOP, SEL, ELD, rigor, Rtl (grade-level goals), accountability for collaboration and differentiation.• Community division around purpose of DI program, family participation, academic rigor.• Lack of system for discipline or SEL.• Staff pulse checks.	<p>Why?</p> <p>Inconsistent implementation had less positive impact. More differentiation needed. More family education around academic expectations needed. Organized disciplinary and SEL system will increase positive behavior.</p>

Reflections

What changes are you going to make?

- Morale: teamwork, kindness, communication, fun, support, equity. Addressing anxiety in the classroom. We are the district.
- Site goals are SMART, principal's detailed walkthrough, brief snapshot, SIOP walkthrough.
- Time for vertical alignment, data, coaching, peer observations. PD: differentiation, rigor, Personalized Learning, embedded/intentional SEL.
- More intentional community events, family engagement and education, accountability, and data.

Questions?