



Mountain View  
Whisman  
School District

# Graham Site Plan

Michael Hermosillo, Principal  
November 2018





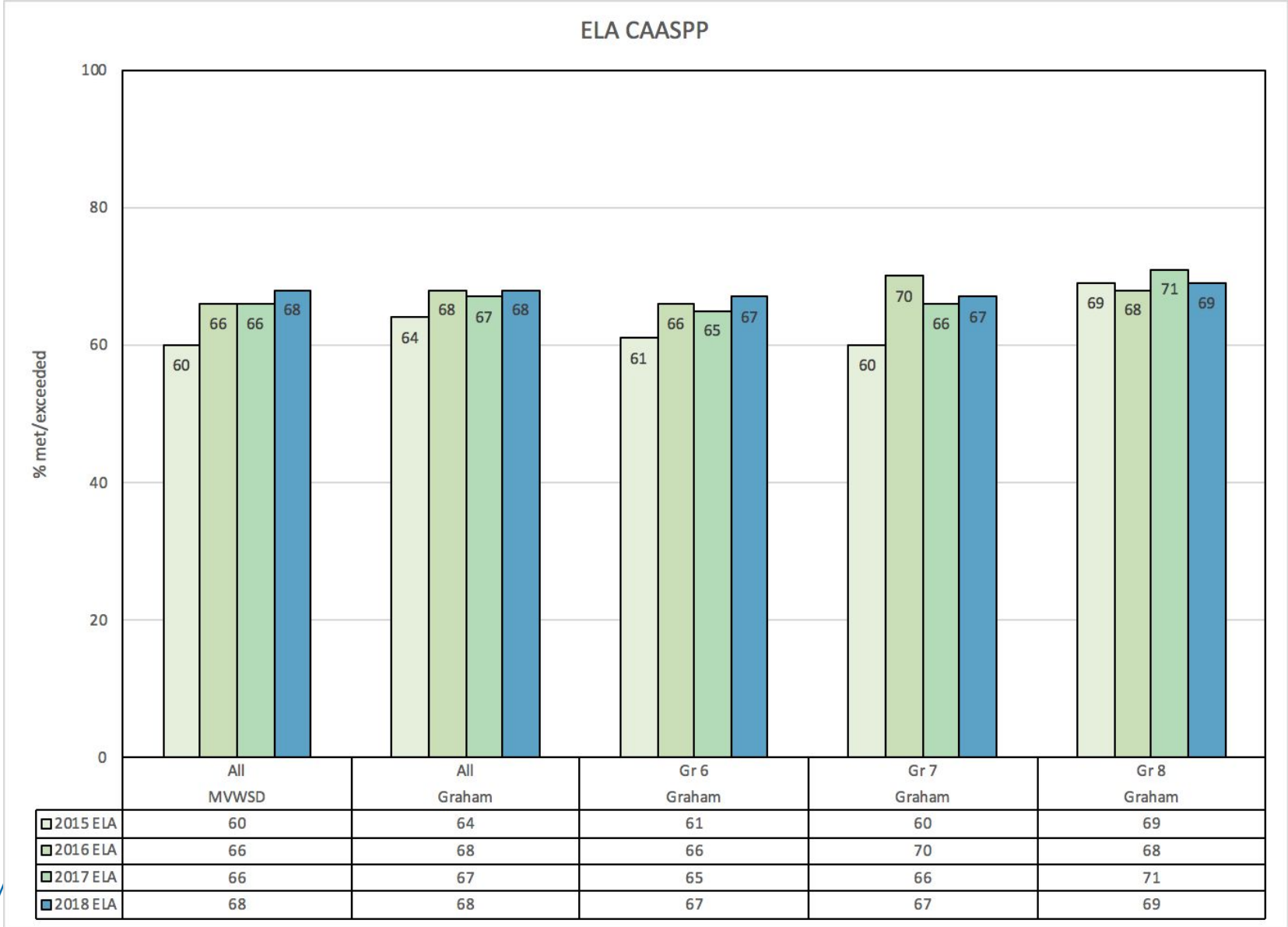
Mountain View  
Whisman  
School District

# The story of Isaac Newton Graham Middle School

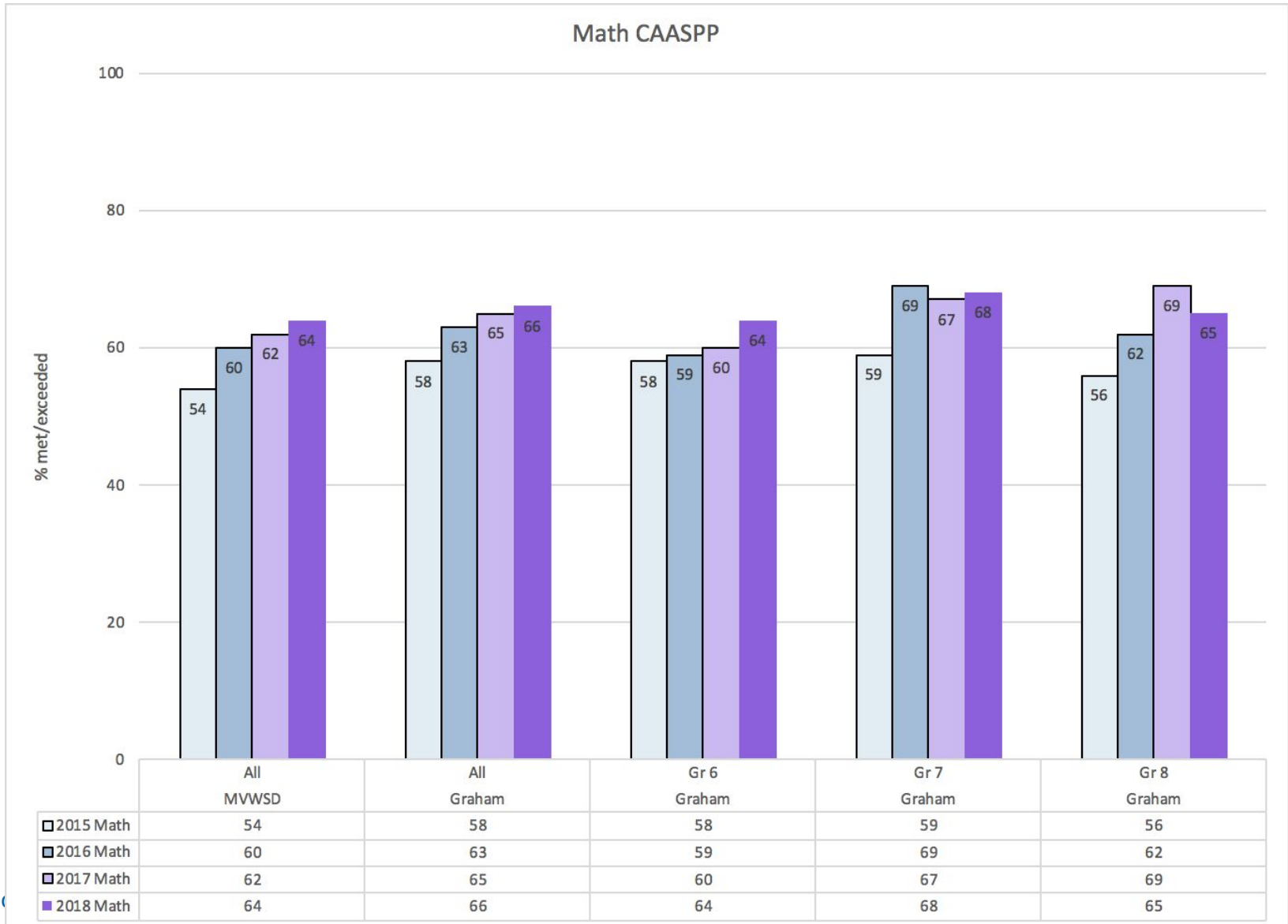
# Graham Demographics (Schoolwide)

Graham	2015-16	2016-17	2017-18
Enrollment	795	828	873
Asian	14%	14%	14%
Hispanic/Latino	41%	41%	40%
White	32%	32%	33%
Students with Disabilities	12%	15%	11%
English Learners	15%	15%	16%
SocioEconomically Disadvantaged	34%	34%	35%

# Academic Achievement - ELA by grade



# Academic Achievement - Math by grade



# Academic Achievement - ELA

**2017-18 Goal:**

By June 2018, there will be a 4 percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 66.0 to 70.0 students meeting or exceeding standards in English Language Arts.

**Met?** No (Increased by 1%)

**Hypothesis:**

Not all standards were taught due to lack of common pacing guide  
Inconsistent implementation common formative assessment cycles  
First year of SIOP implementation strategies

**Major Actions****Effectiveness**

PLCs to develop weekly common formative assessment and end of unit common summative assessments and use the data to make instructional decision.

Began the process of formative assessment cycle, focus still needed in instructional decisions based of assessments

Work with coaches to build and align common pacing guides across both sites.

Did not complete ELA pacing guide

Implement SIOP strategies in all classrooms.

Lesson objectives provided targeted lessons

Do weekly walkthroughs and provide instant feedback to teachers.

Inconsistent feedback provided to teachers

# Academic Achievement - ELA

## **2018-19 Goal:**

By June 2019, there will be an increase from 69% to 72% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.

## **Key Strategies:**

- A. Use common formative and summative assessments to drive instructional decisions to meet the need of all students
- B. Create and implement a district pacing guide for both middle schools
- C. Provide RTI strategic interventions to support all students
- D. Implement SIOP features
- E. Implement Co-Teaching

## **Total Expenditures:**

School Allocation - \$24,620

TSSP - \$10,000

# Academic Achievement - ELA

<b>Key Actions</b>	<b>Rationale</b>
Create a pacing guide for 6, 7, and 8 grade and implement the pacing guide, making adjustments as needed.	Provide a guide for teachers that helps to ensure that all standards are taught over the course of the school year.
Research and evaluate reading assessment program to routinely monitor reading progress	To encourage and promote reading. Use of individualized data to improve reading and comprehension. Differentiate reading instruction.
Provide professional development to teachers in SLOP throughout the year and support implementation	SLOP is a proven effective model in addressing the academic needs of English Language Learners.
Provide professional development to teachers in Co-Teaching and support implementation	Greater instructional intensity and differentiated instruction. Teachers will learn from each other's expertise and expand the scope of their teaching capacity. Inclusive of students with special needs.



# Academic Achievement - Math

**2017-18 Goal:** By June 2017, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 63.4 to 67.4 of students meeting or exceeding standards.

**Met?** No (increase of 1%)

**Hypothesis:**

Inconsistent data analysis of classroom and benchmark assessments  
 First year implementation of SIOP strategies

Major Actions	Effectiveness
Train staff on blended learning and continue coaching sessions around blended learning Teachers implement blended learning	Not all staff were trained in blended learning. Inconsistent implementation.
Train staff on math talks Visit each other's classroom to observe math talks in action	Training was not sustained throughout the year.
Pre-assess students to guide instructional decisions Build banks of tasks/activities aligned by grade level/objective/rigor level.(shared website)	Inconsistent pre-assessments were provided to students

# Academic Achievement - Math

## **2018-19 Goal:**

By June 2019, there will be an increase from 66% to 70% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.

## **Key Strategies:**

- A. Use common benchmarks and, formative and summative assessments to drive instructional decisions to meet the need of all students
- B. Provide RTI strategic interventions to support all students
- C. Implement SLOP features
- D. Implement Co-Teaching
- E. Evaluate pacing guide to reflect changes to master schedule

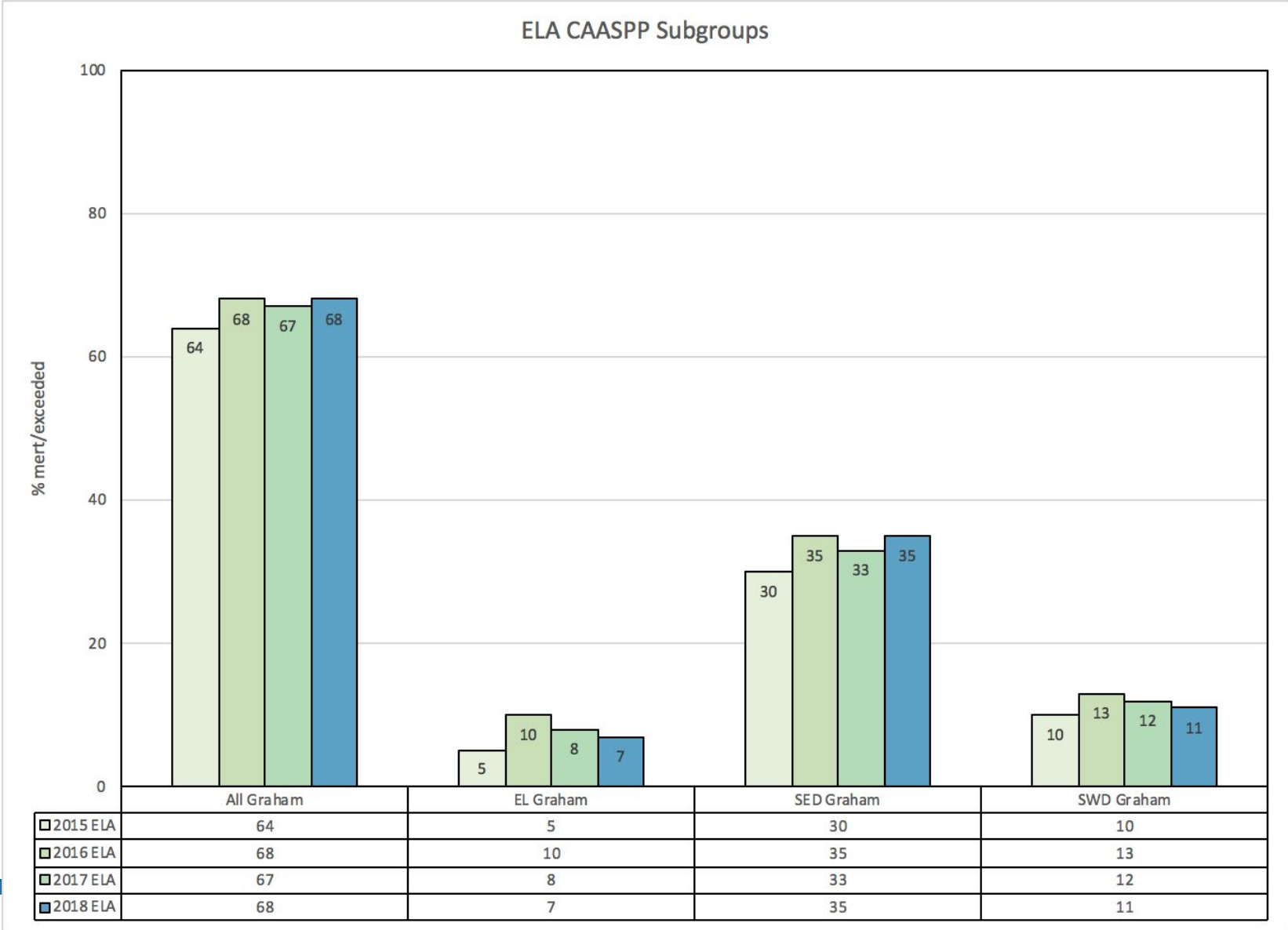
## **Total Expenditures:**

School Allocation \$24,000

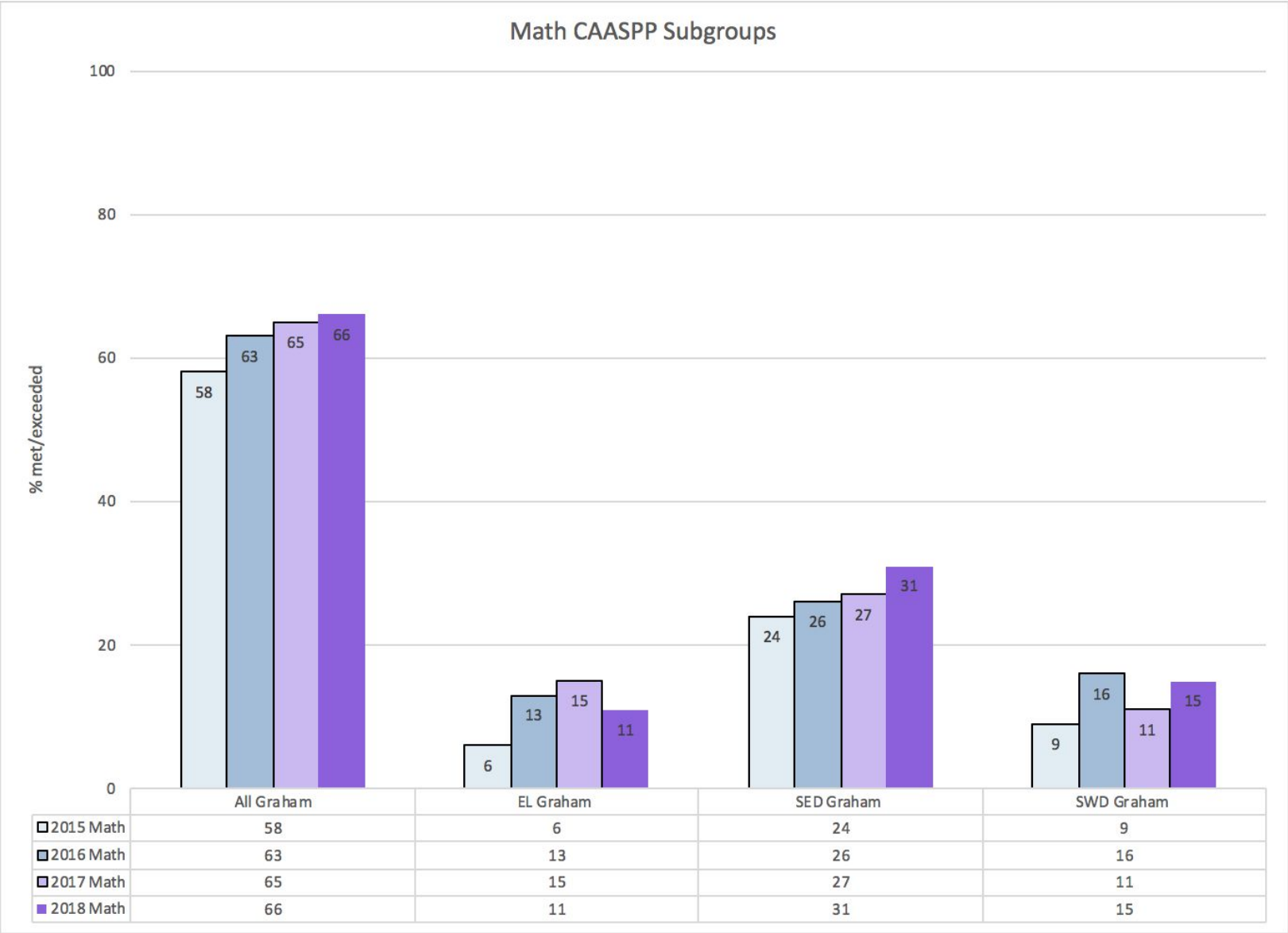
# Academic Achievement - Math

<b>Key Actions</b>	<b>Rationale</b>
Provide professional development to teachers in SIOP throughout the year and support implementation	SIOP is a proven effective model in addressing the academic needs of English Language Learners.
Provide professional development to teachers in Co-Teaching and support implementation	Greater instructional intensity and differentiated instruction. Teachers will learn from each other's expertise and expand the scope of their teaching capacity. Inclusive of students with special needs.
RTI: Provide professional development to teachers in I-Ready and support implementation	Provide individualized and small group target instruction.
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	Materials and resources for student access to instruction.

# Academic Achievement - ELA by subgroup

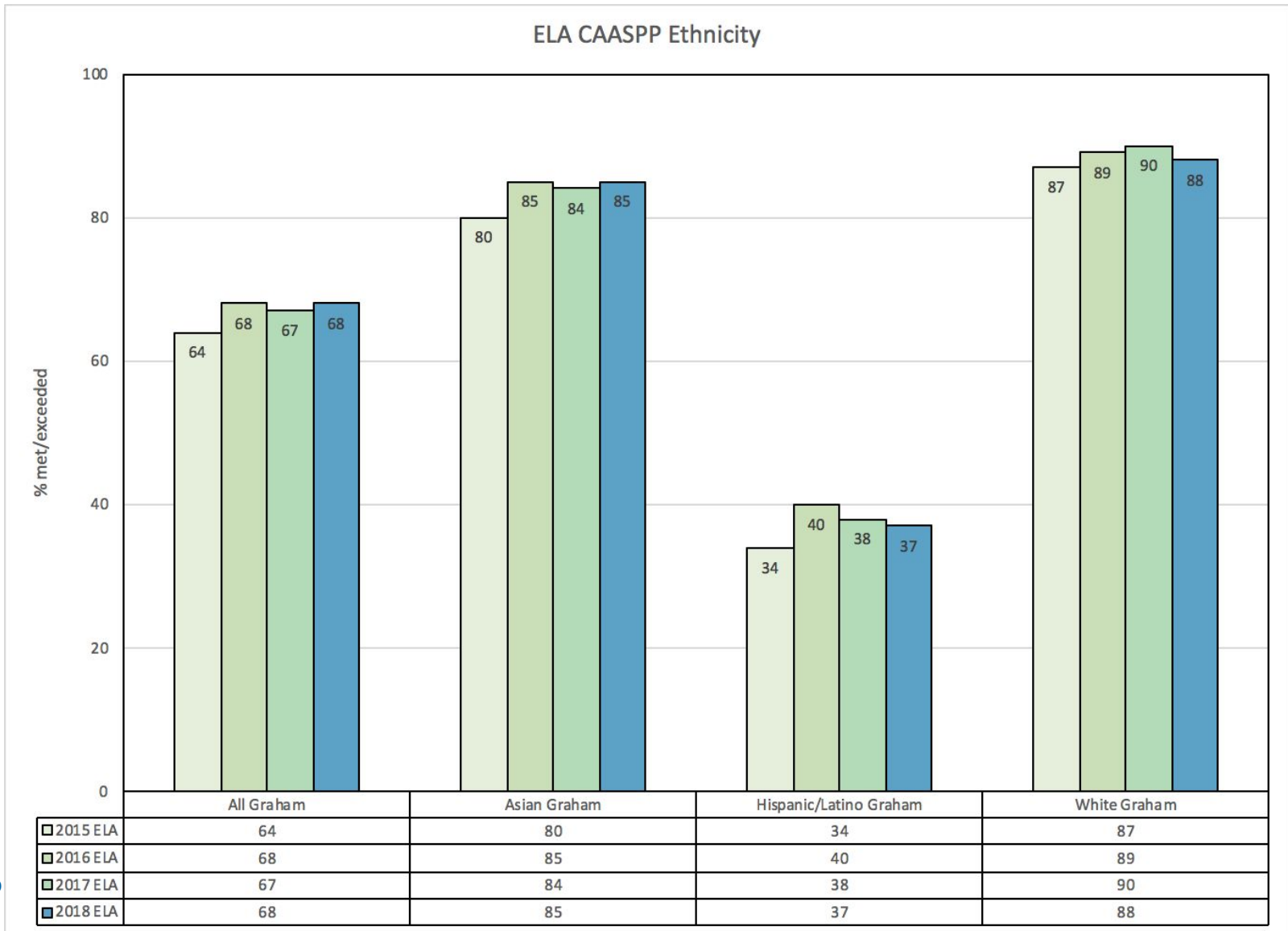


# Academic Achievement - Math by subgroup

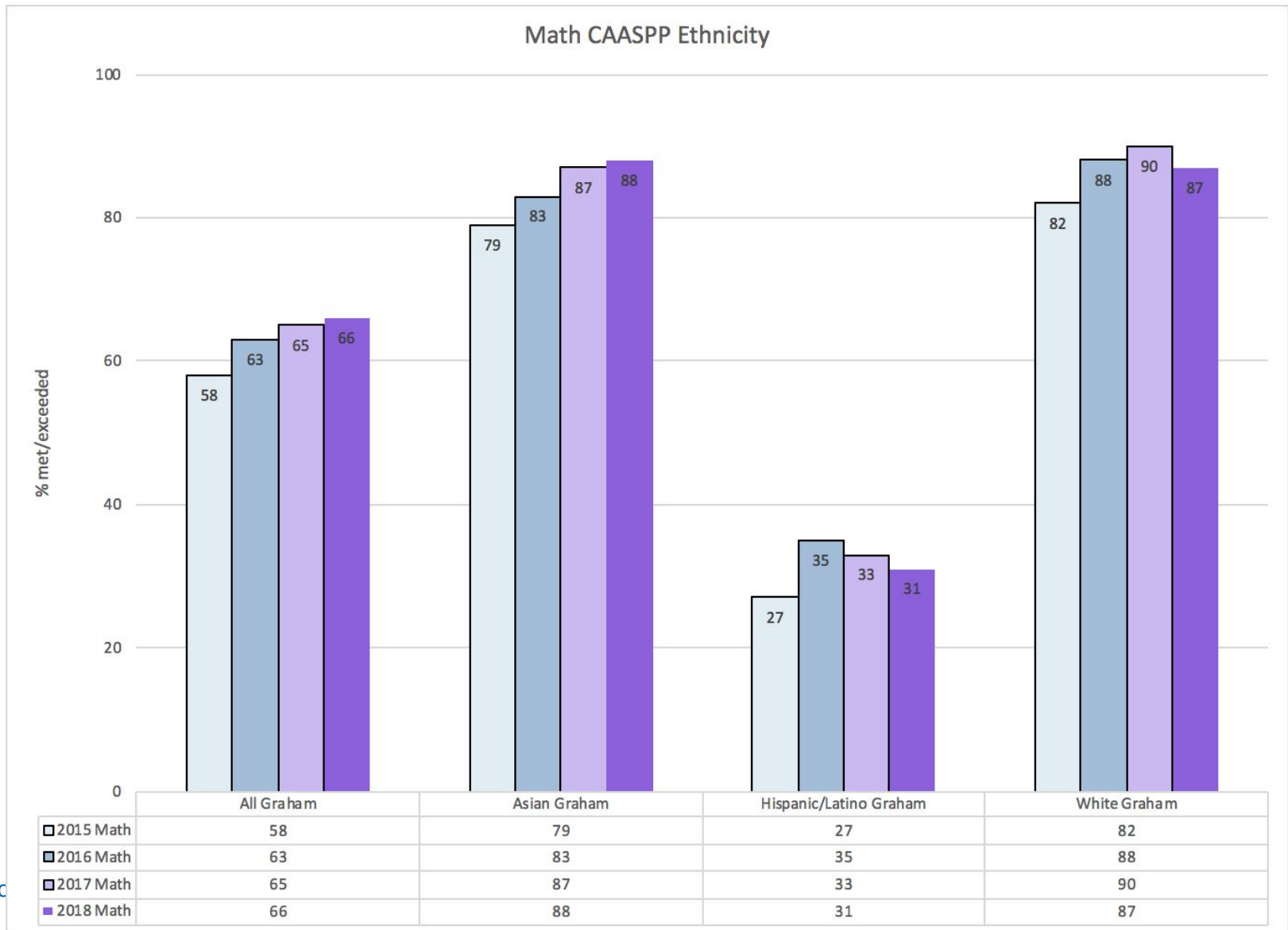


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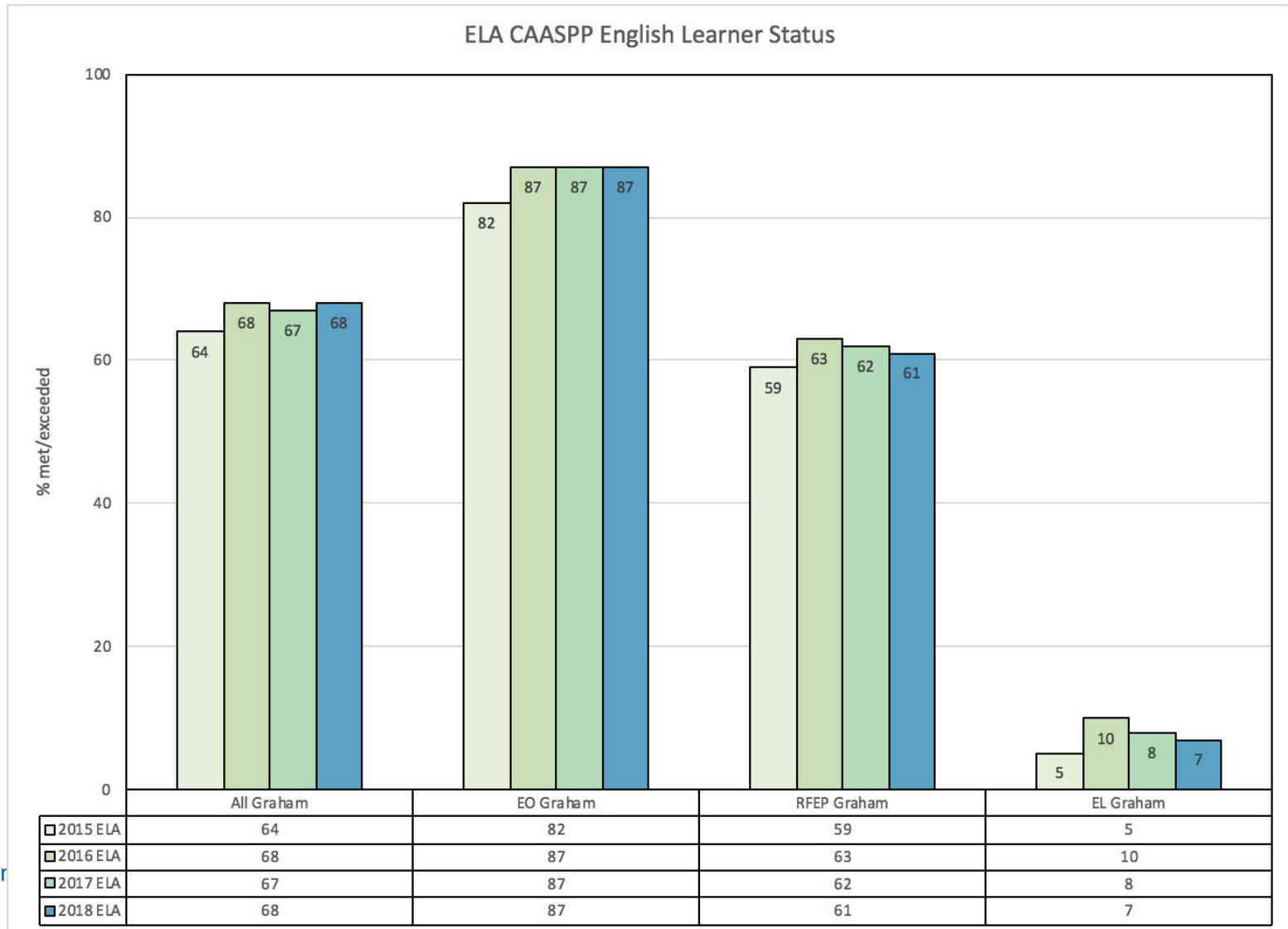
# Academic Achievement - ELA by ethnicity



# Academic Achievement - Math by ethnicity

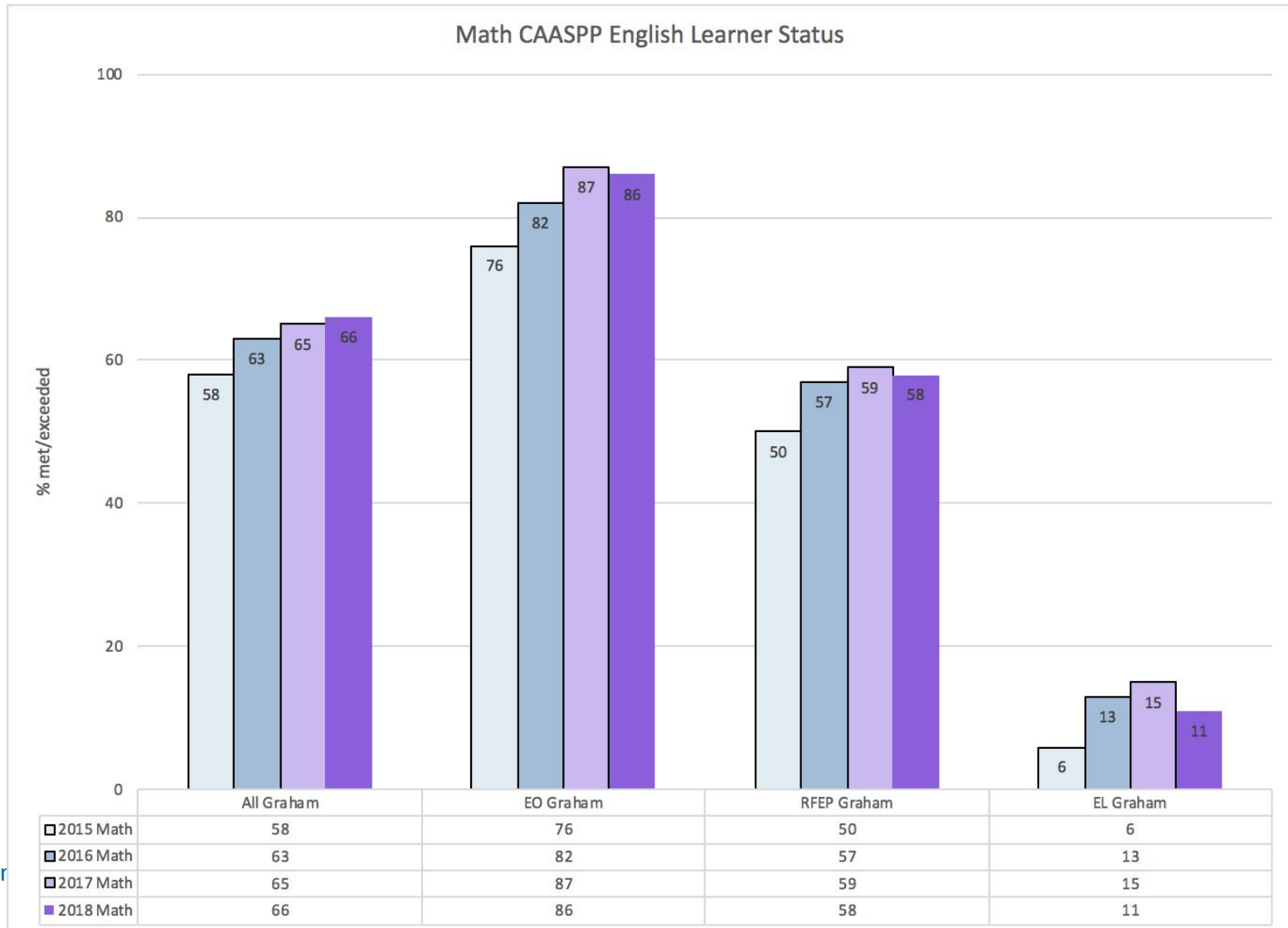


# Academic Achievement ELA - by English Proficiency





# Academic Achievement Math - by English Proficiency



# Reclassification Rates

Year	Graham
2015 RFEP	17.60%
2016 RFEP	21.00%
2017 RFEP	16.00%
2018 RFEP	30.80%

# Achievement Gap

**2017-18 Goal:** By June 2018, we will decrease the number of Long Term ELLs by 10% (from 51 to 46)

**Met?** Yes, 8 Students (51 to 43 students)

**Hypothesis:**

Tutorials were implemented, but monitoring student improvement data of participating students did not occur.

More training and support is needed for developing key vocabulary

Major Actions	Effectiveness
Provide monthly SIOP workshops to support SIOP implementation	Teachers were provided monthly workshop trainings and gave teachers understanding and practice of the components of SIOP
Implement Tuesday Tutorial (Track data of participating students)	Student support was provided, but data was not monitored
Implement Tutorial Center (Track data of participating students)	Student support was provided, but data was not monitored
All teachers identify the key vocabulary for each lesson and use strategies to emphasize the vocabulary. <a href="#">Mountain View Whisman School District</a>	Teachers developed strategies for choosing and teaching vocabulary. Inconsistent application as a site.

# Achievement Gap

## **2018-19 Goal:**

**3.1** By June 2019, we will reduce by 10% from 28 to 25 students who are Long Term English Learners (LTEL)

**3.2** By June 2019, we will reduce by 10% from 28 to 25 students who are at-risk of becoming an LTEL

**3.3** By June 2019, we will increase the percentage of RFEP students meeting/exceeding standard in ELA from from 61% - 65%

## **Key Strategies:**

A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:

A. Lesson Preparation

B. Building Background

B. Provide interventions for English Learners

C. Support academic language development

D. Provide monthly professional development for staff

## **Total Expenditures:**

TSSP - \$43,000

# Achievement Gap

<b>Key Actions</b>	<b>Rationale</b>
<p>Professional development and Implementation of 4 features in SLOP Instruction: (1) Language Objectives (2) Developing key vocabulary (3) Opportunities for interactions (4) Scaffolds</p>	<p>SLOP is a proven effective model in addressing the academic needs of English Language Learners. Continued focus on Language Objectives and Developing key vocabulary from previous year to become more proficient.</p>
<p>Use of English 3D Curriculum for ELs. Provide professional development to ELD teachers for English 3D.</p>	<p>Instructional program that focuses on vocabulary, reading comprehension and writing.</p>
<p>Implement after school tutorials for targeted subgroups and monitor student progress. Collect attendance records, and track impact on grades</p>	<p>Provide more time and support for students to extend learning from classroom instruction.</p>
<p>Provide more elective courses. All students, including ELs, will receive at least one elective.</p>	<p>Increase student engagement and opportunities for all students by increasing electives with new middle school bell schedule.</p>

# Human Capital

**2017-18 Goal:**

By June 2017: Teachers will work in PLCs to develop common formative and summative assessments and meet weekly to analyze the results of those assessments to make instructional decisions. Job-alike PLC teams will align their instructional practices.

**Met?** No Measurable Data

**Hypothesis:**

Job-alikes developed common goals and commitments, but inconsistent with data analysis and instructional decisions.

Major Actions	Effectiveness
Create and implement a documentation system for PLCs to use for accountability Monitor PLC progress: walk-throughs, data protocol, team meetings with administration Review job-alike data protocol documents weekly	Document template was created. Not all job-alikes implemented with fidelity. Increased feedback from administration needed.
Plan and implement professional development opportunities Provide additional PLC training during staff meetings	Provided two whole staff PLC trainings. Understanding of PLC and teachers began to collaboratively analyze data.
Leadership team meets to review PLC progress and determine next steps	Leadership team created new system to document formative assessment cycles.

# Human Capital

**2018-19 Goal:**

By June 2019, teachers will work as a collaborative teams within a Professional Learning Community (PLC) at Graham to complete at least 4 formative assessment cycles (using benchmarks two of the times)

**Key Strategies:**

- A. Provide professional development for PLC
- B.. Implement new or revised instructional strategies based on formative assessment cycle

**Total Expenditures:**

School Allocation - \$2,000

# Human Capital

<b>Key Actions</b>	<b>Rationale</b>
<p>Provide ongoing professional development on the characteristics of a PLC and formative assessment cycles. Resources and materials for developing as a Professional Learning Community</p>	<p>Continue to develop best practices to operate as a Professional Learning Community.</p>
<p>Teachers implement instructional practices based on formative assessment cycle focusing on our student subgroups.</p>	<p>Targeted instruction based on student outcomes from common assessments.</p>
<p>Restructure collaboration time for Departments, Grade-Level, Job-alike, and Co-teachers.</p>	<p>Maximize collaboration times by purposefully scheduling meetings with new middle school bell schedule</p>



# Attendance and Suspension

<b>School Year</b>	<b>Attendance</b>	<b>Suspension</b>
<b>2014-2015</b>	96.99%	57
<b>2015-2016</b>	97.24%	84
<b>2016-2017</b>	96.9%	48
<b>2017-2018</b>	96.9%	29

# Inclusive and Supportive Culture

**2017-18 Goal:**

By June 2018, there will be a 30% reduction in the number of suspensions in both our Hispanic/Latino (from 39 to 27) and SED subgroup from (35 to 24).

**Met?** Yes, Hispanic Latino (27 Suspensions) / No, SED (35-27)

**Hypothesis:**

Increased alternatives to suspension  
 School counselor, at-risk coordinators, and principals were proactive with student behaviors

Major Actions	Effectiveness
Systematize and monitor SST, 504 processes, and referral process.	Created the new system. Inconsistent follow through on the new processes.
Identify students who were suspended last year and determine suspension trends	Identified students that were suspended were more proactive with students. Did not determine overall trends and next steps.
Plan educational presentation and opportunities addressing the trends from prior suspensions	Professional development during staff meeting that focused on empathy, but did not address the trends.
Research alternatives to suspension	Admin staff researched and provided alternatives. Reduced suspensions, allowing students to spend more time in classrooms.

# Inclusive and Supportive Culture

## **2018-19 Goal:**

**5.1** By June 2019, there will be a 6% decrease in the percentage of students (43% to 37%) feeling disrespected by others at school, as measured by the School Climate Survey question.

**5.2** By June 2019, average daily attendance for the school year will increase from 96.9% to 97.2%.

**5.3** By June 2019, we will reduce the number of school suspensions from 29 to 26.

## **Key Strategies:**

A. Research and plan the implementation of a Social and Emotional Learning Program

B. Increase positive student recognitions in alignment with Graham's Essential Elements

C. Review and revise school-wide discipline process.

## **Total Expenditures:**

School Allocation - \$10,000

School Linked Services - \$25,000

# Inclusive and Supportive Culture

<b>Key Actions</b>	<b>Rationale</b>
Staff will research and plan implementation of a social emotional education program.	Will help students, staff, and community establish and maintain positive relationships, and make responsible decisions.
Review and revise school-wide discipline process. Provide alternatives to suspensions.	Will provide clear and consistent process of providing documentation, consequences, reflection and restorative practices
Provide school survey at the beginning of the year and end of school year to evaluate how students feel respected by the peers.	To use data to monitor effectiveness of school expectations and positive recognitions.
Provide parent educational opportunities with PIQE and FEI.	Continue to provide parent educational opportunities for parents to support and advocate for their children.

# Reflections

<b>What worked?</b>	<b>Why?</b>
Instructional Coaches and teacher collaboration	Deeper conversations and reflection on instructional practices. Social Studies and Science department in alignment with ELA and analyzed data.
PLC - Collaborative Teams	Dedicated time to focus on instructional needs of students
SIOP Strategies	Site had common strategies to improve learning outcomes
Alternative to Suspensions	Implemented alternative consequences for student student behaviors

# Reflections

<b>What didn't work?</b>	<b>Why?</b>
Tutorial Center	Needed to have a more targeted focus on specific students and monitoring progress.
Use of data analysis	Collaborative teams focused on the common assessments, but inconsistent with “next step” outcomes.
Providing teacher feedback	More frequent and thorough feedback to teachers was needed.
<p data-bbox="571 811 1358 853" style="text-align: center;"><b>What changes are you going to make?</b></p> <ul data-bbox="156 863 1783 1215" style="list-style-type: none"><li data-bbox="156 863 1783 906">● Purposefully identify students and monitor progress for after school tutorial center.</li><li data-bbox="156 913 1783 1006">● Provide consistent feedback that impacts teacher reflection and instructional practices</li><li data-bbox="156 1013 1783 1215">● Develop best practices to operate as a Professional Learning Community.<ul data-bbox="253 1063 1783 1215" style="list-style-type: none"><li data-bbox="253 1063 1783 1163">○ Implement instructional strategies based on common assessment student results.<ul data-bbox="349 1170 1783 1215" style="list-style-type: none"><li data-bbox="349 1170 1783 1215">■ Departments, Job-Alikes, Grade Levels, Co-Teaching, and RTI</li></ul></li></ul></li></ul>	

# Questions?