



Mountain View  
Whisman  
School District

# Landels Site Plan

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November 2018





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School District

# The story of Landels Elementary

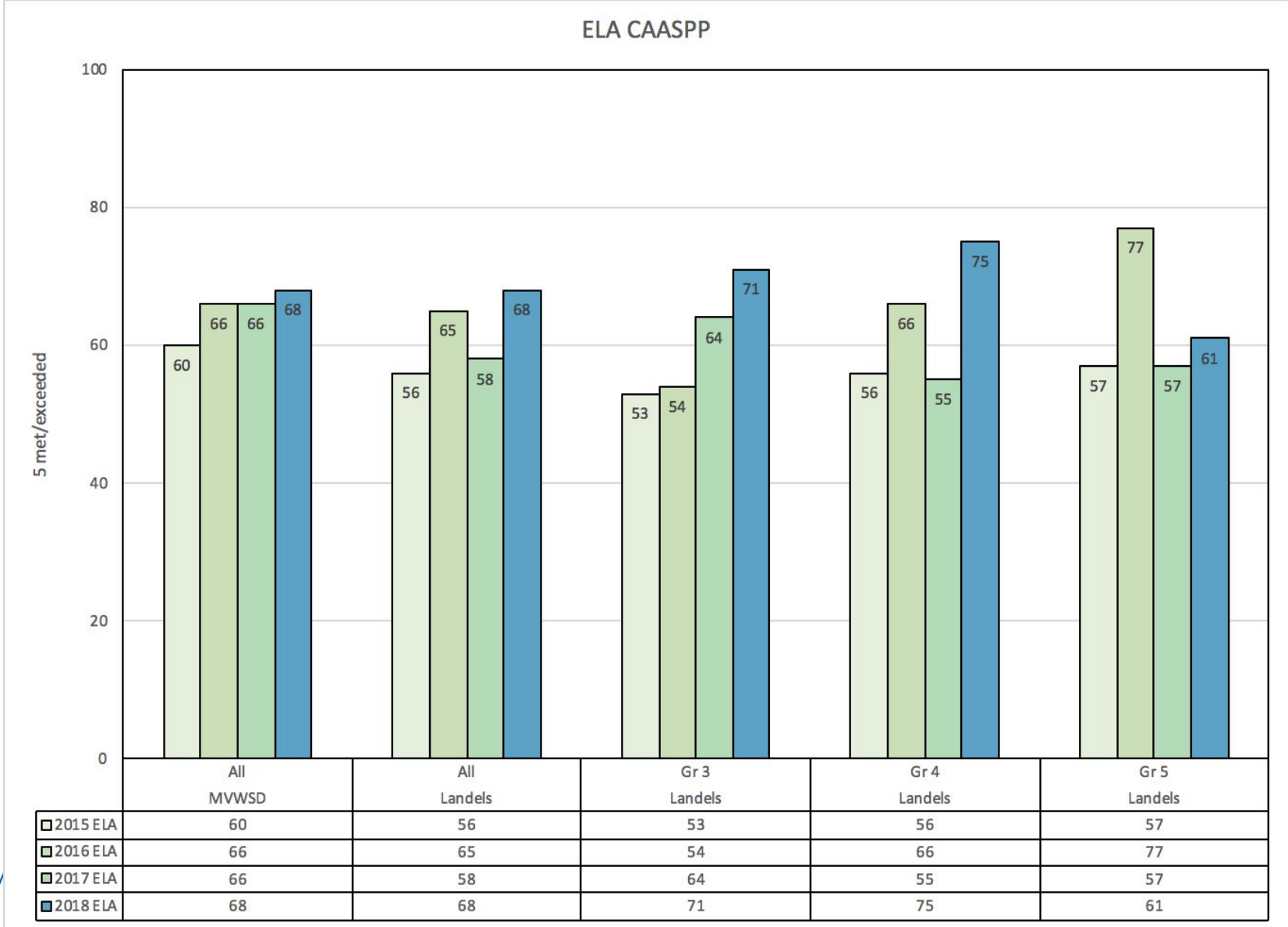
# Landels Demographics (Schoolwide)

Landels	2015-16	2016-17	2017-18
Enrollment	541	567	534
Asian	15%	16%	16%
Hispanic/Latino	36%	34%	30%
White	32%	32%	37%
Students with Disabilities	11%	12%	11%
English Learners	33%	31%	28%
SocioEconomically Disadvantaged	30%	28%	24%

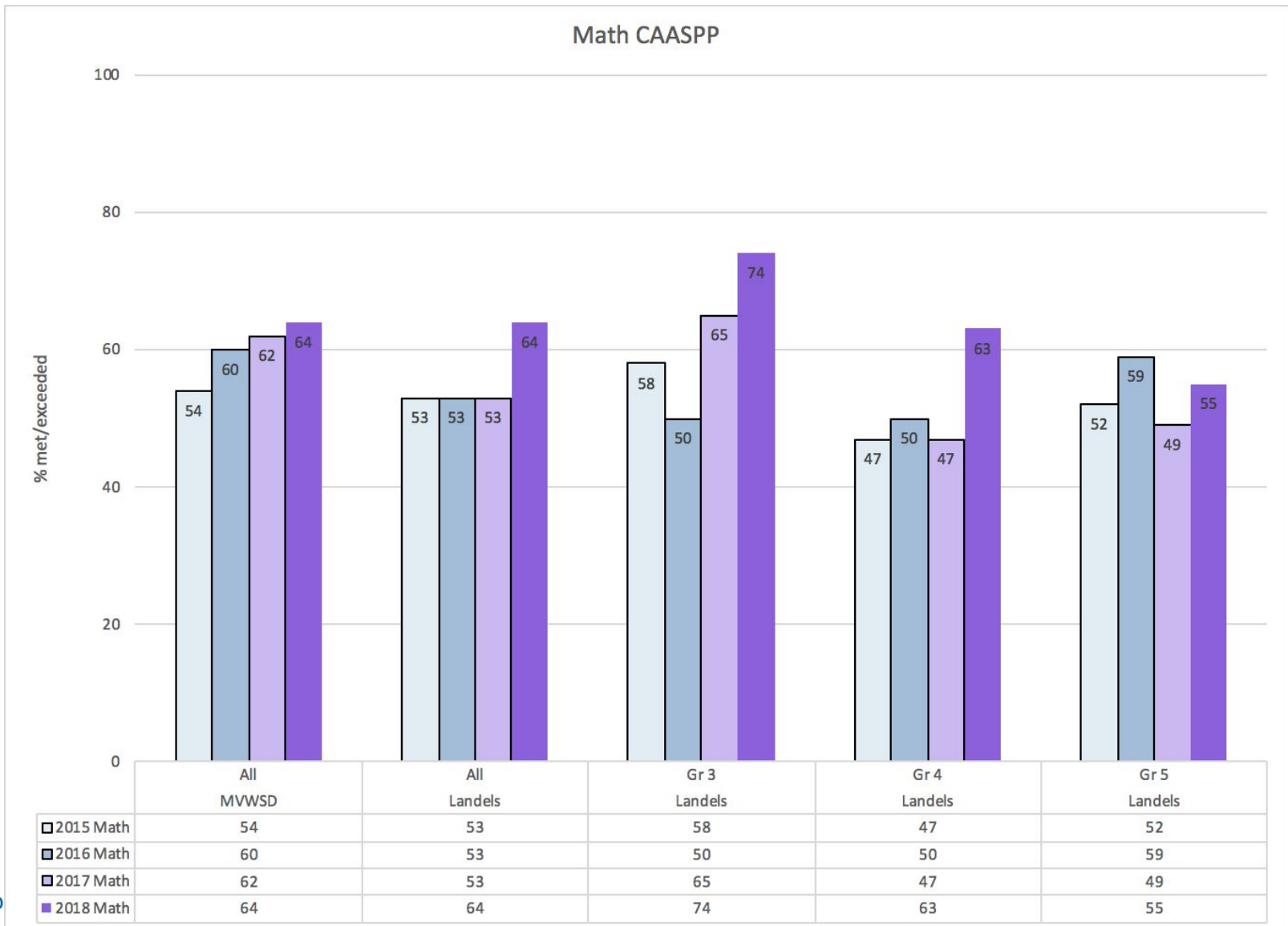
# Landels Demographics (Grades 3-5)

Landels	2015-2016	2016-2017	2017-2018
English Learners	34%	30%	26%
Reclassified Fluent English Proficient	14%	16%	19%
SocioEconomically Disadvantaged	41%	39%	35%
Students with Disabilities	15%	16%	14%
Asian	17%	13%	13%
Hispanic/Latino	44%	44%	41%
White	25%	29%	32%
Total Enrollment	254	255	247

# Academic Achievement - ELA by grade



# Academic Achievement - Math by grade



# Academic Achievement - ELA

**2017-18 Goal:** Increase from 58% to 62.2% met/exceeded

**Met?** Yes, increased from 58% to 68%

**Hypothesis:** Teachers met regularly with the instructional coach as well as received professional development regarding SIOP implementation. Student groups were data driven according to multiple data points.

<b>Major Actions</b>	<b>Effectiveness</b>
<ul style="list-style-type: none"><li>Continued implementation of Response to Instruction (RtI)</li></ul>	<ul style="list-style-type: none"><li>Use of iReady to fill in gaps for some students</li><li>Use of iReady to meet students where they are</li></ul>
<ul style="list-style-type: none"><li>Continued implementation of SIOP features</li></ul>	<ul style="list-style-type: none"><li>Academic vocabulary focus assisted students in reading and writing</li><li>Content and language objectives focused students on main goal of the lesson</li></ul>
<ul style="list-style-type: none"><li>Targeted instruction through analysis of data on student achievement</li></ul>	<ul style="list-style-type: none"><li>Students were grouped according to multiple data points and standards/concepts were taught accordingly</li></ul>

# Academic Achievement - ELA

**2018-19 Goal:** By June 2019, there will be an increase from 68% to 71% in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

## **Key Strategies:**

- Utilize iReady on a consistent basis to guide teaching and small group instruction meeting individual student needs during core instruction and RTI.
- Grade level teams will use a template for all SLOP planning including the four features of content objectives, language objectives, academic vocabulary and interactions.
- Professional Development: Planning Days, Extra Release Days, Instructional Coaches, both site and district elementary math, support for Professional Learning and Resources, vertical articulation
- Train families on iReady
- After school extended learning program for target students

## **Total Expenditures:**

\$14,179



# Academic Achievement - ELA

<b>Key Actions</b>	<b>Rationale</b>
Each teacher will create a list of targeted students who nearly met the ELA SBAC assessment and/or ELA district benchmark for the 2017-18 school year	Data will be analyzed and extra help will be provided to assist these students in meeting the standard by using small group instruction and the extended learning after school program. Progress monitoring of multiple data points will be used.
Use of multiple data points to inform regroupings during core instruction, interventions and extension opportunities.	Will provide accurate information to make instruction, interventions and extensions more targeted to individual needs.
Teachers will receive professional development regarding iReady in order to effectively implement the program	Program will be used with fidelity with more professional development Data needs to be analyzed and used effectively for groupings and blended learning instruction
Feedback will be provided regarding instructional strategies, professional goals and site initiatives <a href="#">Mountain View Whisman School District</a>	Improved instructional practice of each teacher increases the achievement of students

# Academic Achievement - Math

**2017-18 Goal:** Increase from 53% to 57.7% met exceeded

**Met?** Yes, increased from 53% to 64%

**Hypothesis:** Focus on math with implementation of SIOP features and continuous coaching regarding curriculum and data increased the effectiveness of instructional practice along with the achievement of students

<b>Major Actions</b>	<b>Effectiveness</b>
<ul style="list-style-type: none"><li>● Focused implementation of SIOP features</li></ul>	<ul style="list-style-type: none"><li>● Academic vocabulary focus assisted students in reading and writing</li><li>● Content and language objectives focused students on main goal of the lesson</li></ul>
<ul style="list-style-type: none"><li>● Coaching with teachers and creation of math planning guide</li></ul>	<ul style="list-style-type: none"><li>● More comfortable with Eureka curriculum</li></ul>
<ul style="list-style-type: none"><li>● Implementation of small group instruction</li><li>● Use of Zearn and iReady during small group instruction</li></ul> <p>Mountain View Whisman School District</p>	<ul style="list-style-type: none"><li>● Use of data to create small groups assists in targeting learning for all students</li></ul>

# Academic Achievement - Math

**2018-19 Goal:** By June 2019, there will be an increase from 64% to 68% in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).

## Key Strategies:

- Utilize iReady consistently to guide teaching, small group instruction and the blended learning model meeting individual student needs
- Professional Development: Planning Days, Extra Release Days, Instructional Coaches, both site and district elementary math, support for Professional Learning and Resources, vertical articulation
- SIOP Content and Language Objectives/ Meaningful Activities/ Links Explicitly Made/ Key Vocabulary/Interactions/Scaffolding
- After school extended learning program for target students

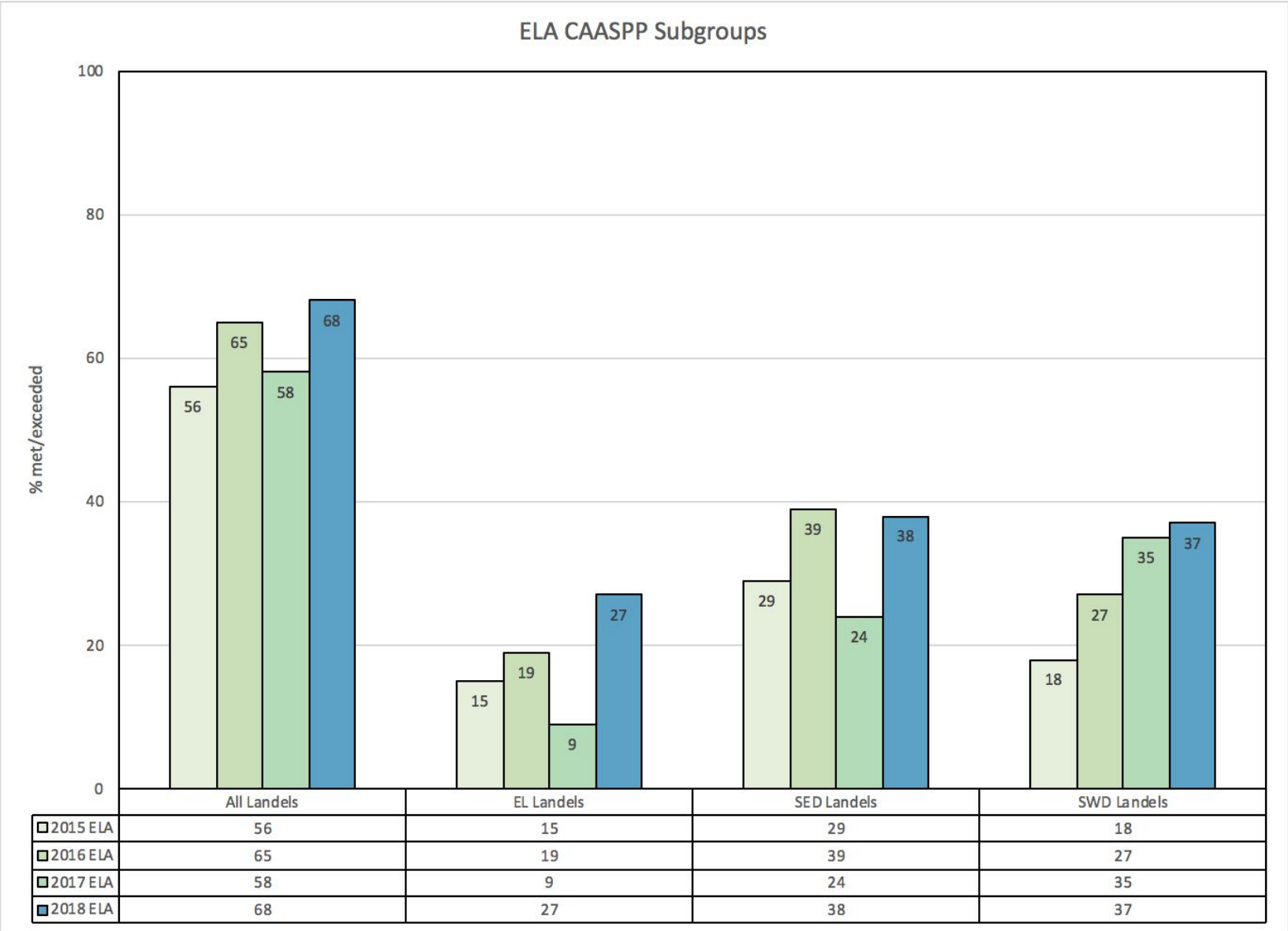
## Total Expenditures

\$14,179

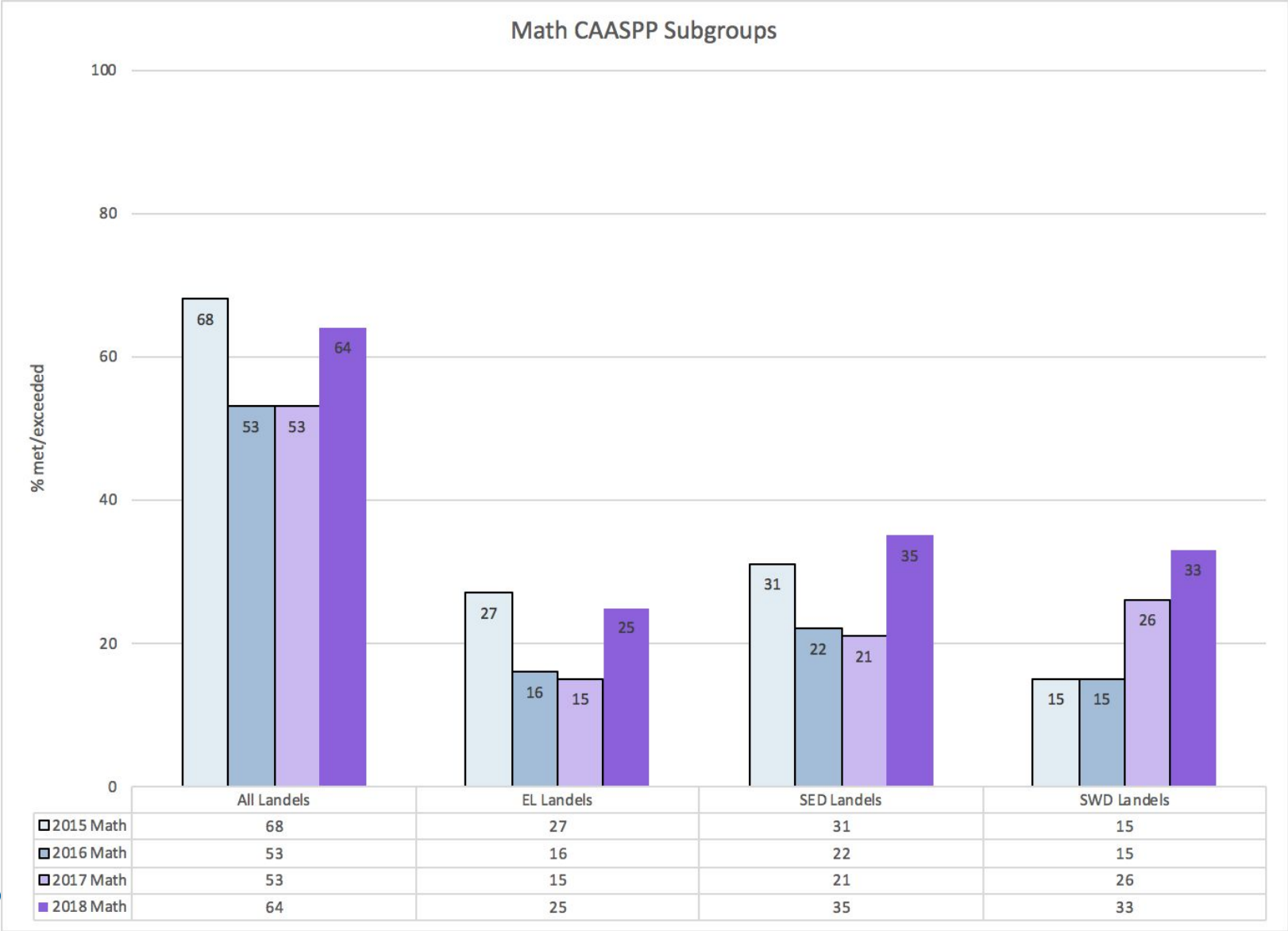
# Academic Achievement - Math

<b>Key Actions</b>	<b>Rationale</b>
Each teacher will create a list of targeted students who nearly met the math SBAC assessment for the 2018-19 school year and provide extra support included in small group instruction and after school extended learning	Data will be analyzed and extra help will be provided to assist these students in meeting the standard by using small group instruction and the extended learning after school program. Progress monitoring of multiple data points will be used.
Use of multiple data points to inform regroupings during core instruction and build interventions and extension opportunities, both in class and outside of regular instruction	Will provide accurate information to make all interventions and extensions more targeted to individual needs.
Teachers will receive professional development and coaching regarding curriculum, iReady and SIOp strategies	With professional development and coaching, instruction is more effective
Feedback will be provided regularly regarding instructional strategies	Improvements in the instructional practice of each teacher increases the achievement of students

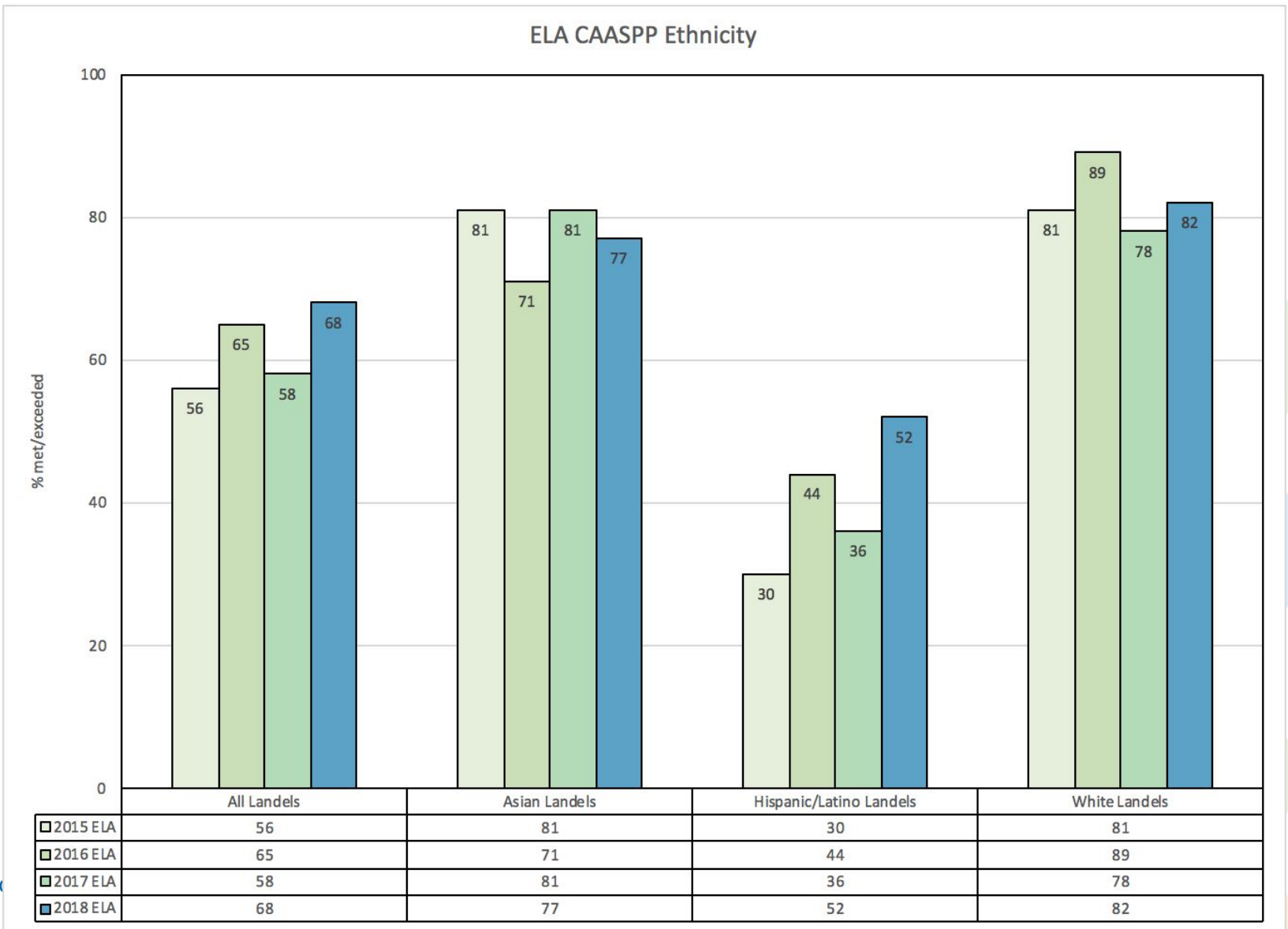
# Academic Achievement - ELA by subgroup



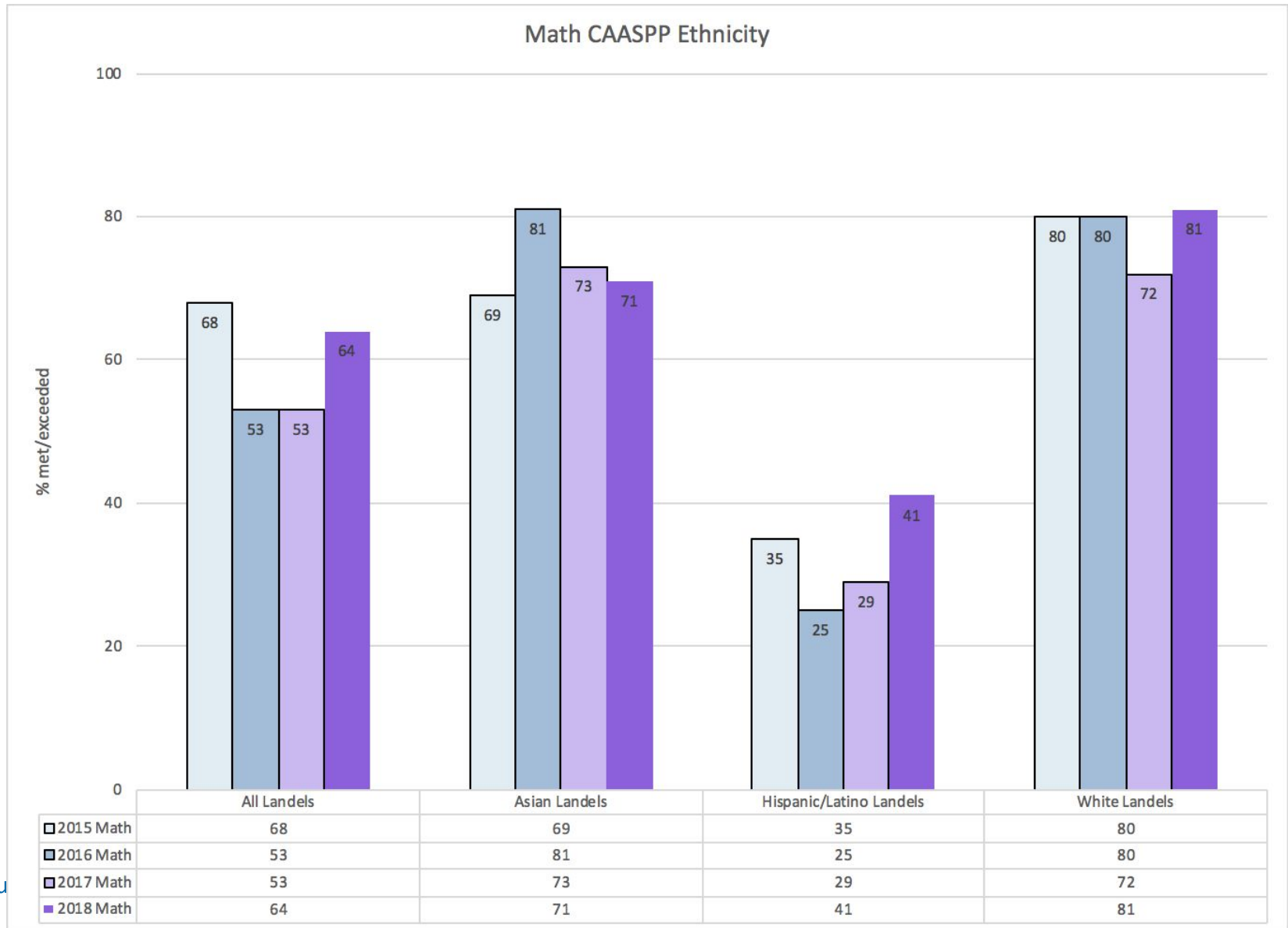
# Academic Achievement - Math by subgroup



# Academic Achievement - ELA by ethnicity

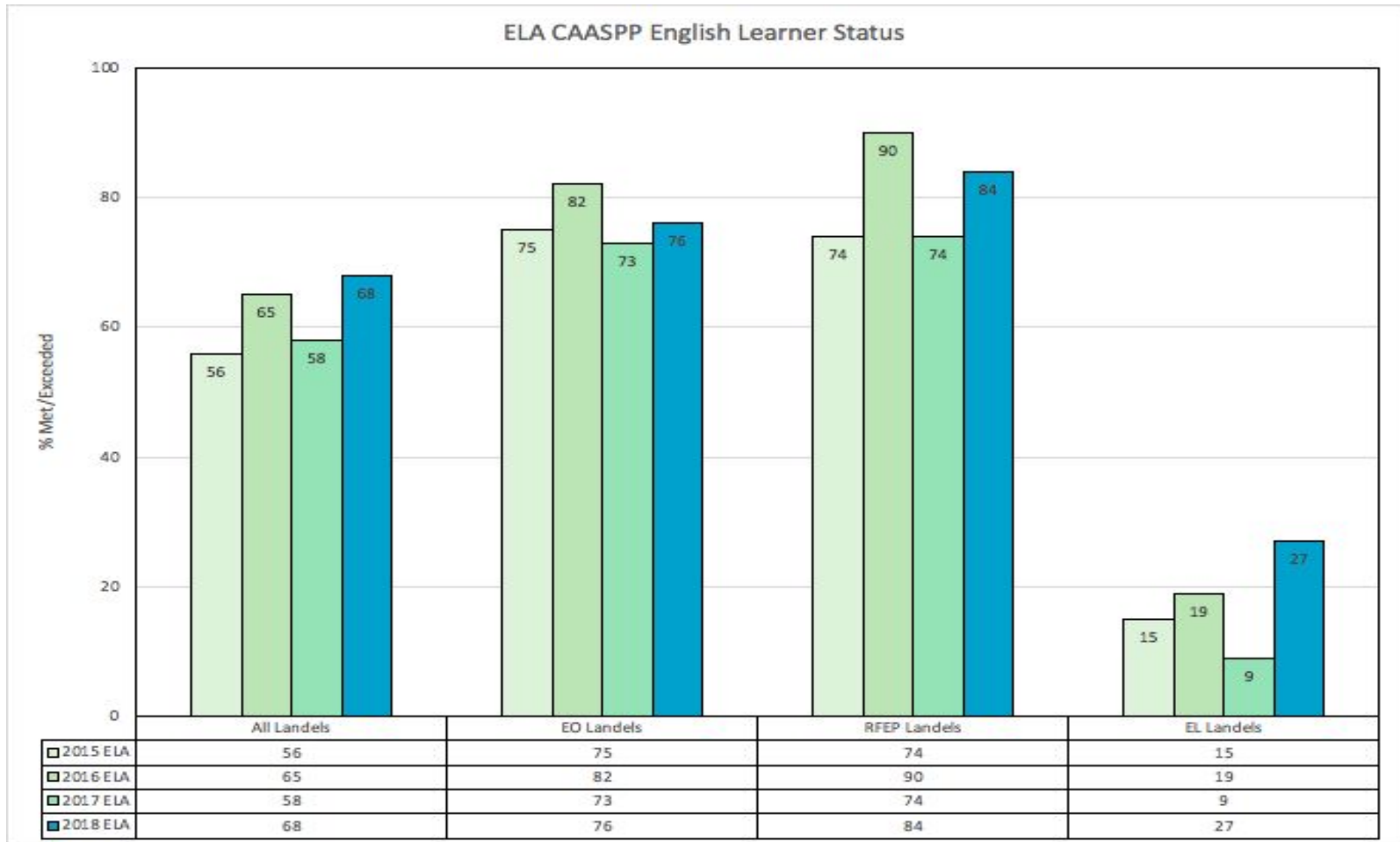


# Academic Achievement - Math by ethnicity

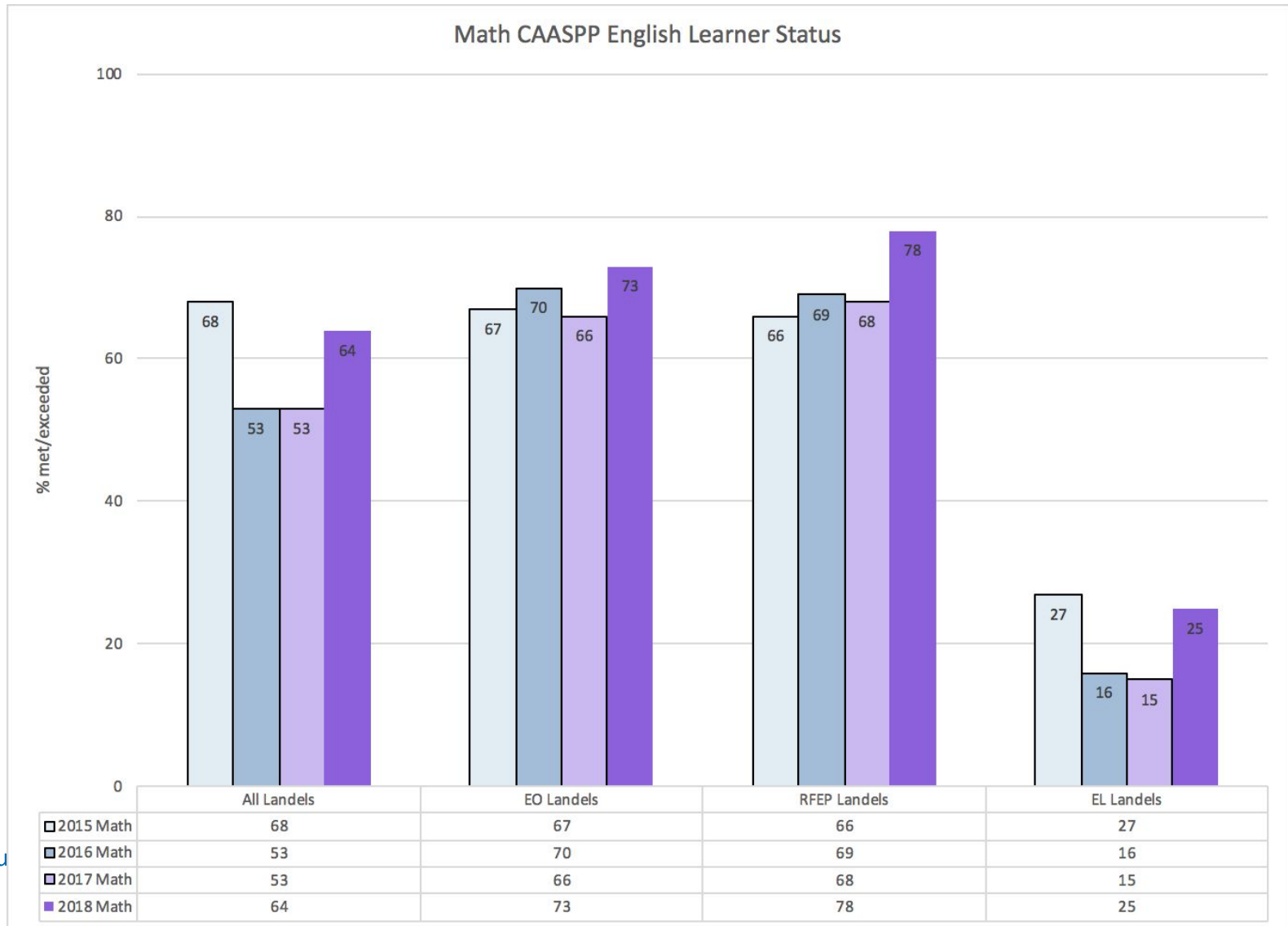




# Academic Achievement ELA - by English Proficiency



# Academic Achievement Math - by English Proficiency



# Reclassification Rates

Year	Landels
2015 RFEP	11.70%
2016 RFEP	22.00%
2017 RFEP	22.70%
2018 RFEP	19.20%

# Achievement Gap

**2017-18 Goal:** To reduce the number of “At-Risk” Long Term English Language Learners from 25 students to 22 students as measured by California “At-Risk” criteria

**Met?** Yes, we reduced the the number of at risk LTEL students by 7.

**Hypothesis:** With implementation of one full-time and one part-time ELD teachers decreased student group size for ELD rotations. Progress monitoring using multiple data points. Some students graduated to middle school.

<b>Major Actions</b>	<b>Effectiveness</b>
<ul style="list-style-type: none"><li>Continued Implementation of ELD teachers during ELD rotations</li><li>ELD teachers attended grade level meetings</li></ul>	<ul style="list-style-type: none"><li>ELD rotation groups are smaller</li><li>Instruction is focused on student gaps and/or needs</li></ul>
<ul style="list-style-type: none"><li>SIOP training of language objectives</li><li>Practice with writing prompts and use of language on ELPAC assessment</li></ul>	<ul style="list-style-type: none"><li>Students are focused on target or goal</li></ul>
<ul style="list-style-type: none"><li>Work with students and families for support regarding curriculum and assessment</li></ul>	<ul style="list-style-type: none"><li>Motivational meetings with students</li><li>Provided personalized reading packets for students</li></ul>
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# Achievement Gap

**2018-19 Goal:** By June 2019, we will reduce the number of “At-Risk” English Language Learners by 1 student as measured by California “At-Risk” criteria.

By June 2019, there will be an increase from 84% to 86% in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

## **Key Strategies:**

- Implementation of SIOP features
- Identify and target our "At-Risk" English Language Learners with continuous progress monitoring.
- Continually track data and ensure that students are placed appropriately for ELD and Rtl.
- ELD teacher collaborates with general education teachers to support English learners
- Provide regular communication to families and students regarding curriculum resources, ELPAC assessment and reclassification

## **Total Expenditures**

**\$15,179**

# Achievement Gap

<b>Key Actions</b>	<b>Rationale</b>
<p>SIOB Implementation Plan (Components and Features)</p> <p>This includes the evidence of implementation-Learning Walk Data, Grade Level SIOB template, and two coaching release days.</p>	<p>SIOB strategies support language learners by assisting in academic language, specific objectives are targeted and multiple opportunities for structured interactions are included.</p>
<p>Identify and target our "At-Risk" English Language Learners and RFEP students with continuous progress monitoring</p>	<p>Continually track data and ensure that students are placed appropriately for ELD and Rtl and receive the instruction needed.</p>
<p>Meetings and progress updates will be scheduled for students who are at risk of becoming LTEL students Practice with writing prompts and common ELPAC language will be practiced</p>	<p>Students will be informed and assessment made more meaningful Students will be more comfortable with ELPAC language</p>
<p>Targeted Newcomer Support Class</p> <p><a href="#">Mountain View Whisman School District</a></p>	<p>These classes span all grade levels and are meant to support students with cultural orientations and basic English skills that are new to US schools and do not speak English.</p>

# Human Capital

**2017-18 Goal:** By June 2018, staff will collaboratively develop and implement learning walks as evidenced by norms, feedback forms, and learning walk logs.

**Met?** No, this strategy was not met.

**Hypothesis:**  
Coach and principal conducted learning walks. Entire staff was not included.

<b>Major Actions</b>	<b>Effectiveness</b>
Coach and principal performed learning walks twice monthly	Coach and principal aligned in noting effective classroom strategies.

# Human Capital

## **2018-19 Goal:**

By June 2019, staff will collaboratively develop and implement Instructional Rounds as evidenced by norms, feedback forms, and logs.

## **Key Strategies:**

- Develop norms and feedback forms for Instructional Rounds
- Conduct Instructional Rounds for each grade level
- Analyze instructional round data to determine effectiveness of school initiatives.
- Book study: Disrupting Poverty

## **Total Expenditures**

\$5,900



# Human Capital

<b>Key Actions</b>	<b>Rationale</b>
Instructional rounds will be completed for each grade level. After each classroom observation, the team will collaborate and discuss data taken	The principal, instructional coach and teachers will calibrate data and effectiveness of district initiatives
Provide professional development in district initiatives during staff meetings and through meetings with instructional coach	Knowledge in district initiatives such as SIOp will help identify the use of data during walkthroughs
Teachers participate regularly in instructional coaching sessions.	Regularly scheduled coaching touch points will be used along with professional development days and staff meetings to ensure SIOp strategies are planned for and implemented.
Book study with staff: Disrupting Poverty  <a href="#">Mountain View Whisman School District</a>	Will provide staff instructional, social/emotional and student-teacher connection strategies to increase self efficacy and therefore increase student achievement

# Attendance and Suspension

	<b>Attendance</b>	<b>Suspension</b>
<b>2014-2015</b>	96.16%	10
<b>2015-2016</b>	96.36%	13
<b>2016-2017</b>	95.87%	5
<b>2017-2018</b>	96.41%	0

# Inclusive and Supportive Culture

**2017-18 Goal:** By June 2018, we will maintain the Average Attendance of 35 parents of English Learner's (EL's) and Socially Economically Disadvantaged (SED) students at educational and other school events.

By June 2018, we will increase our attendance rate to 97% as measured by school and attendance data.

By June 2018, we will have a positive sense of community and climate as measured by survey results.

## Met?

No, We had an average of 30 parents of EL and/or SED students at our school events.

No, Our attendance was 96.41%

Goal was not written in a SMART format and was not measurable. The following results came from the District Climate Survey:

89% of families rated the climate at Landels as favorable

73% of Staff rated the climate at Landels as favorable

50% of teachers rated the climate at Landels as favorable

46% of students rated the climate at Landels as favorable

**Hypothesis:** The increase from 96.41% over 95.87% last year ... 6% of EL and SED parents attended events through our regular communication procedures.

# Inclusive and Supportive Culture

<b>Major Actions</b>	<b>Effectiveness</b>
SART meetings with SCEF and principal	Attendance for these families improved
Attendance was an emphasis at all group parent meetings	Parents learned attendance laws and regulations and were able to brainstorm solutions to obstacles
Individual meetings and phone calls were completed, if needed	Attendance for these families improved

# Inclusive and Supportive Culture

**2018-19 Goal:** By June 2019, we will increase our attendance rate from 96.14% to 97% as measured by school and attendance data. By June 2019, we will maintain zero suspensions.

## Key Strategies:

- ROARs
- SEL skits
- Home visits when necessary
- Proactive groups set
- Project Cornerstone
- Coach/train all staff, including classified staff, on positive behavior supports
- Push ins into classroom setting
- Structured home-school meetings scheduled, as needed, to support families

## Total Expenditures

\$9,365

# Inclusive and Supportive Culture

<b>Key Actions</b>	<b>Rationale</b>
<p>Weekly check-ins will be conducted with students who struggle academically, socially/emotionally or both.</p> <p>Weekly home visits will be scheduled</p> <p>Push ins for classroom support</p>	<p>Students will be able to express struggles and receive strategic support before escalation</p> <p>Students and families will feel the home-school connection</p> <p>Students will experience full instructional time in the classroom</p>
<p>Send out regular attendance reminders in weekly school newsletter</p> <p>Phone calls and/or meetings will be set up for attendance challenges</p>	<p>Information regarding details on absence and support will be given, if needed</p>
<p>Continue Project Cornerstone, Landels Enrichment Activities Program (LEAP), Little Lions, Community Health Awareness Council (CHAC)</p> <p>ROAR names will be announced at the Monday Morning Assembly.</p> <p>SEL strategies and skits will be presented during Monday morning assemblies</p>	<p>Students feel valued and included</p> <p>Positive behaviors are modeled and enforced</p> <p>LEAP has a variety of enrichment activities for students after school.</p>

# Reflections

<p><b>What worked?</b> Using data to form RTI groups  SOP strategies in math</p>	<p><b>Why?</b> Support teachers analyzed data at a deeper level teachers able to implement SOP with more focus</p>
<p><b>What didn't work?</b> RTI implemented less frequently  iReady implemented inconsistently among grade levels</p>	<p><b>Why?</b> Other instructional needs were prioritized  Some staff needed more PD in using iReady effectively</p>
<p><b>What changes are you going to make?</b> Regular walkthroughs and instructional rounds iReady with fidelity Push ins for maximum classroom instruction Data tracking for core instruction and RTI SOP implemented in ELA and Math</p>	

# Questions?