Theuerkauf Site Plan

Swati Dagar, Principal

November 2018
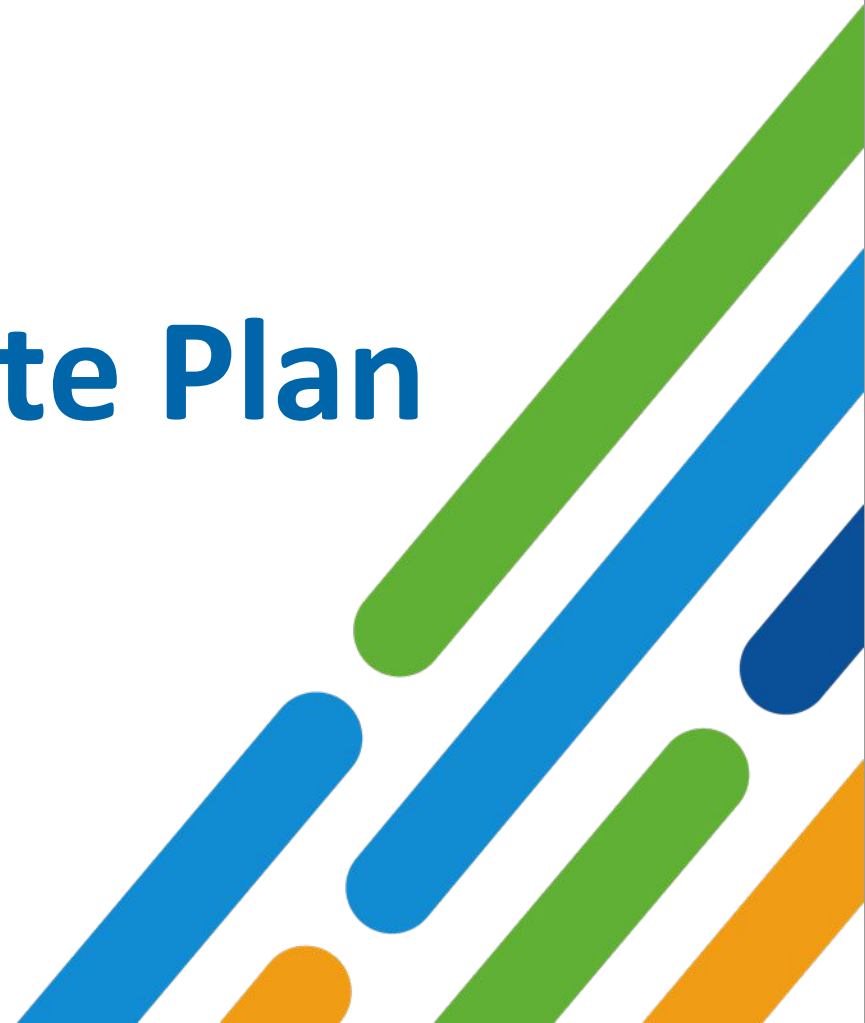
Theuerkauf Demographics (Schoolwide)

Theuerkauf	2015-16	2016-17	2017-18
Enrollment	379	368	369
Asian	6%	8%	8%
Hispanic/Latino	65%	64%	60%
White	9%	12%	15%
Students with Disabilities	11%	12%	12%
English Learners	46%	42%	42%
SocioEconomically Disadvantaged	68%	66%	64%

Theuerkauf Demographics (Grades 3-5)

Theuerkauf	2015-2016	2016-2017	2017-2018
English Learners	41%	39%	35%
Reclassified Fluent English Proficient	23%	26%	33%
SocioEconomically Disadvantaged	73%	72%	74%
Students with Disabilities	14%	19%	16%
Asian	15%	8%	8%
Hispanic/Latino	68%	64%	65%
White	9%	9%	7%
Total Enrollment	166	170	165

Academic Achievement - ELA by grade

ELA CAASPP

	All MVWSD	All Theuerkauf	Gr 3 Theuerkauf	Gr 4 Theuerkauf	Gr 5 Theuerkauf
☐ 2015 ELA	60	29	29	21	35
☐ 2016 ELA	66	45	38	46	49
☐ 2017 ELA	66	42	41	45	40
☐ 2018 ELA	68	55	63	59	45

Academic Achievement - Math by grade

Math CAASPP

	All MVWSD	All Theuerkauf	Gr 3 Theuerkauf	Gr 4 Theuerkauf	Gr 5 Theuerkauf
2015 Math	54	24	30	19	23
2016 Math	60	38	43	36	36
2017 Math	62	30	47	25	23
2018 Math	64	47	65	55	26

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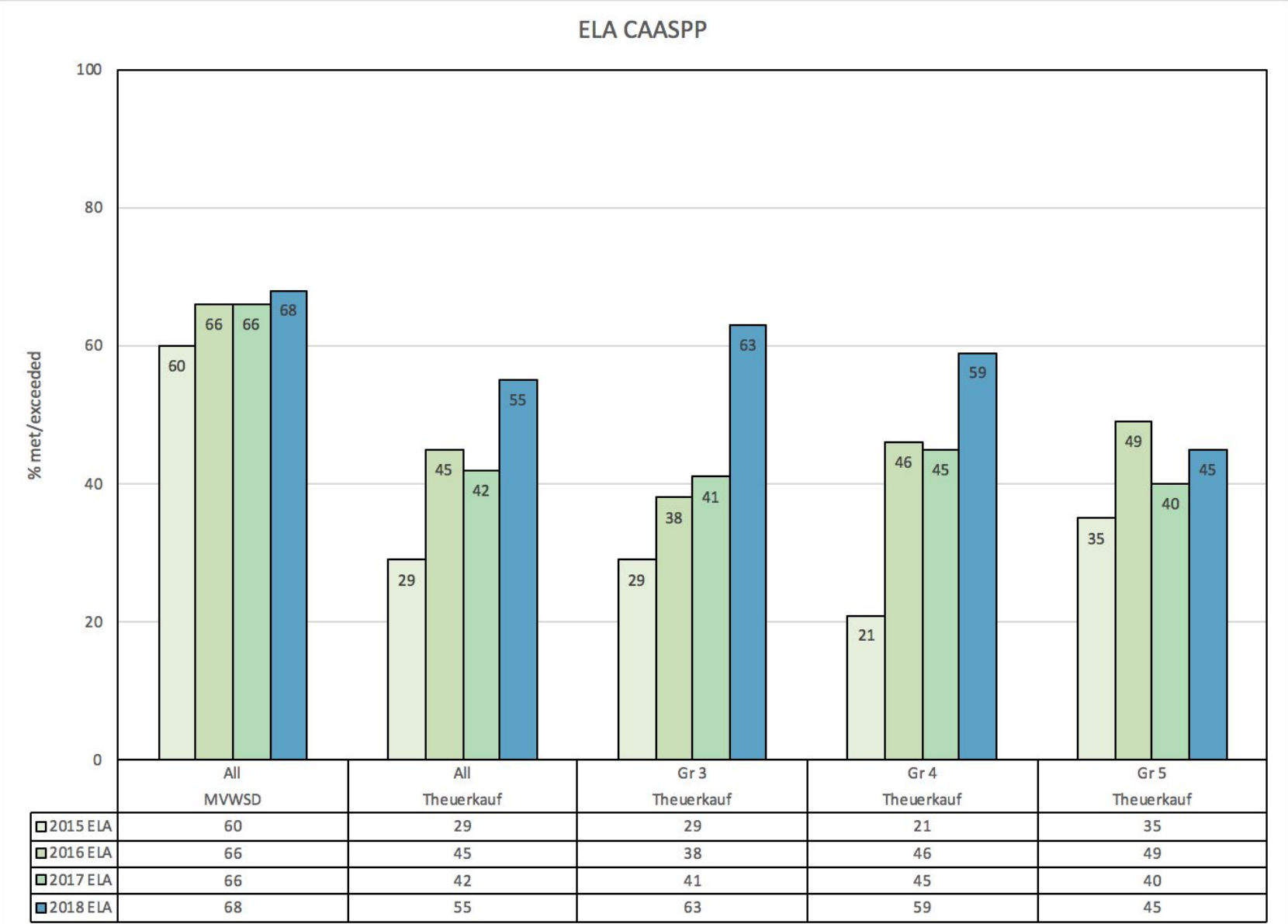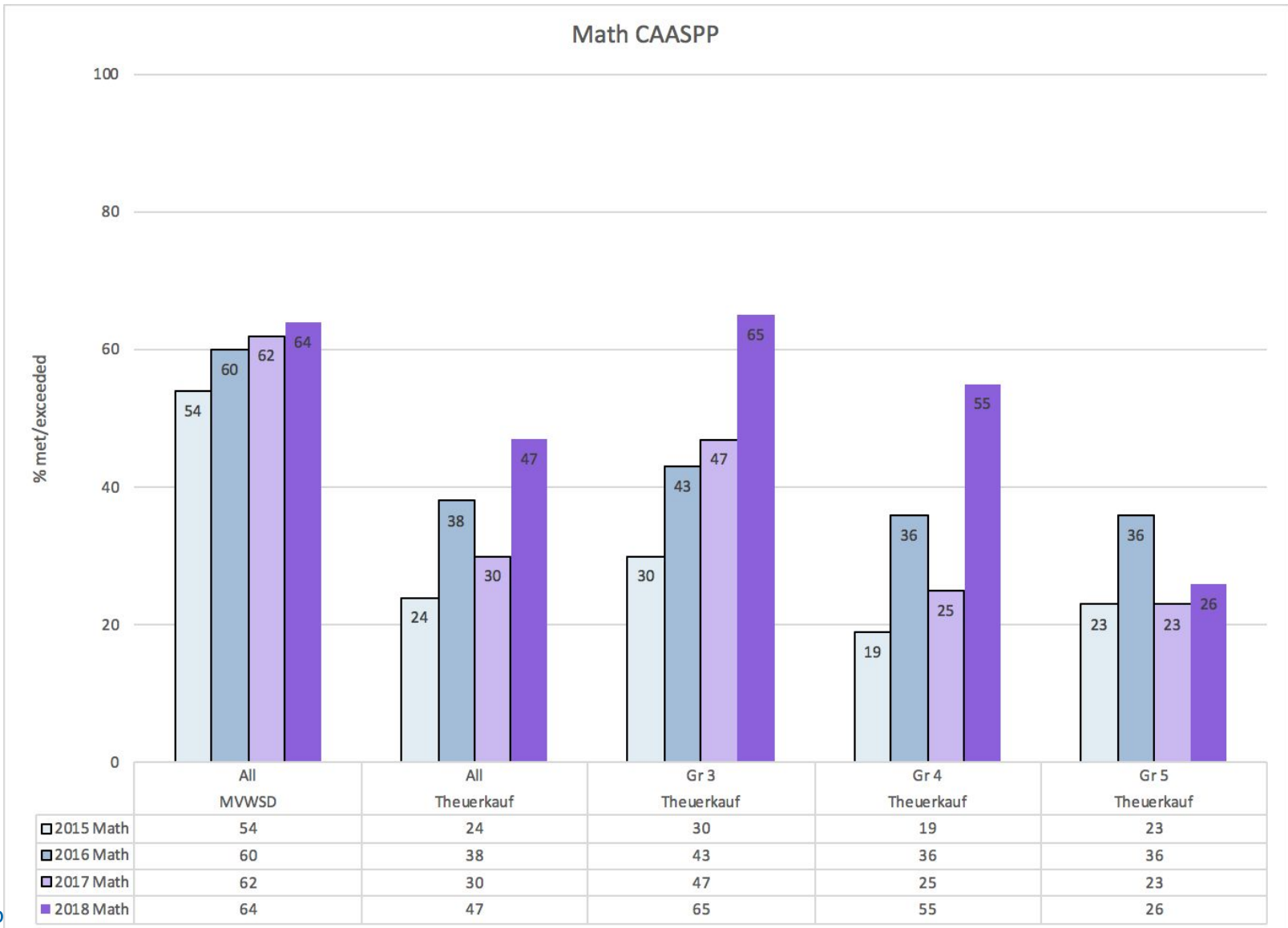
Academic Achievement - ELA

2017-18 Goal: 6% increase from 42% to 48% meeting/exceeding standards	
Met? Yes Actual: 55% meeting/exceeding standard (increase of 13%)	
Hypothesis: Delving deeper into grade level standards and ELA curriculum - 2nd year of implementation, Focused RTI support, Fresh perspective on teaching pedagogies with new learning/ staff members, targeted instruction to support students	

Major Actions	**Effectiveness**
Unpacking Grade Level Standards	Streamlined, focused planning to support instruction of grade level standards
Better understanding in using components of ELA curriculum and aligning them to grade level standards	Teachers having a better grasp of curriculum helped narrow focus standards and how to bridge student needs with curriculum supports
Targeted Vocabulary Instruction, building background and context for student populations (SIOP) and Guided Reading Groups	Students benefited from focused and repeated instruction on Tier 2 and Tier 3 vocabulary words as teachers built on their background knowledge through multiple small group reading opportunities during the instructional day
Redesigned RTi Supports with smaller groups	Effective reinforcement of focus skills, regular cycle of Teach - Assess - Reteach - Regroup

Academic Achievement - ELA

2018-19 Goal:
By June 2019, we will reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 55% to 60% meeting standard by June 2019 as measured by the CAASPP

Key Strategies: Focus on guided reading, small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, focus skill student groupings, targeted RTi, before and after school academic support, targeted professional development

Total Expenditures: $99,115

Academic Achievement - ELA

Key Actions	Rationale
Instruction driven by rigorous content and language objectives as well as academic vocabulary (Deeper DOK Levels - SIOP)	Develop a common entry point for all students around academic vocabulary and rigor with appropriate supports that allow all students to learn effectively.
Rti including Focused Instruction around Guided Reading K-2, Close Reading 3-5, and school wide writing	Identify areas of need for Tier 2 Support through common formative assessment in order to form focused small groups that will support students' skill based needs.
Developing cross-curricular content learning, using Reading in Science (NGSS Cross Curricular Concept)	Support staff professional development to delve into understanding NGSS standards and providing students platforms for hands-on, critical thinking activities.

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Academic Achievement - Math

2017-18 Goal: 7% increase from 30% to 37% meeting/exceeding standards	
Met? Yes Actual: 47% meeting/exceeding standard (increase of 17%)	
Hypothesis: Delving deeper into grade level standards and Math curriculum, targeted instruction to support students, providing opportunities for multiple ways to show learning, technology integration to make lessons engaging	

Major Actions	Effectiveness
Teachers delving deeper into grade level standards and developing understanding of curriculum	Streamlined, focused planning to support instruction of grade level standards
Technology integration to reinforce math concepts	Providing students multiple opportunities to practice concepts was effective and engaging
Concept Development Sheets created in conjunction with provided materials	Provided students a concrete resource to practice focus skills, highlight pertinent academic vocabulary, and refer to as complexity increased
Targeted Instruction around multiple ways of problem solving	Supported addressing Common Core Standards and expectations around concept understanding
Heavy focus on Fluency - Math Facts, Common Number Sense	Increase in fluency allowed more time to be spent on critical thinking and problem solving tasks rather than basic computation

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Academic Achievement - Math

2018-19 Goal:
By June 2019,we will reduce the number of students that are not meeting standards in Math by 10% moving from 47% to 52% meeting standard by June 2019 as measured by the CAASPP.
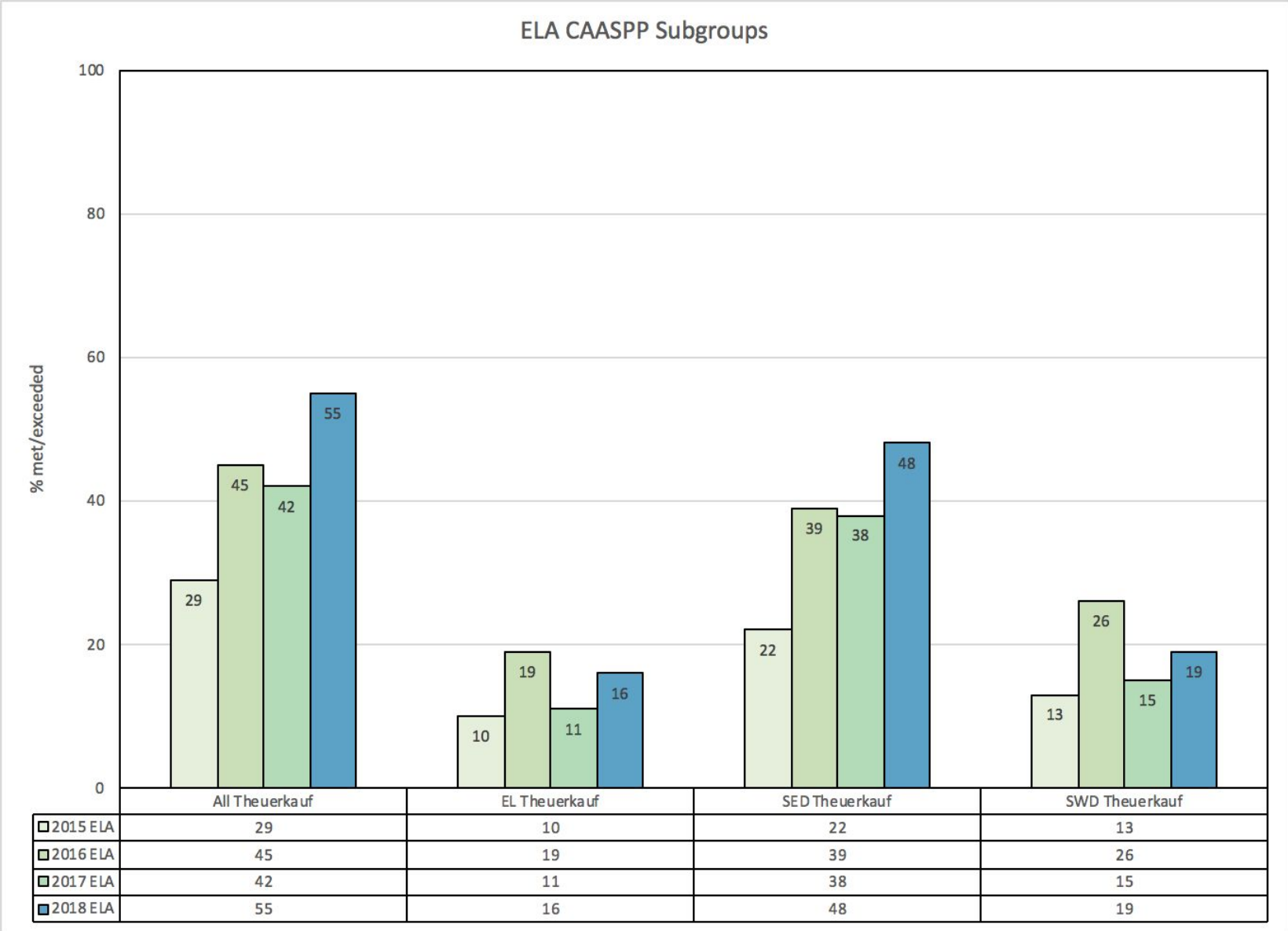
Key Strategies: Focus on developing fluency - math facts and number sense, multiple ways of solving problems, objective focused instruction, digging deeper into Depth of Knowledge (DOK) levels, and after school academic support.
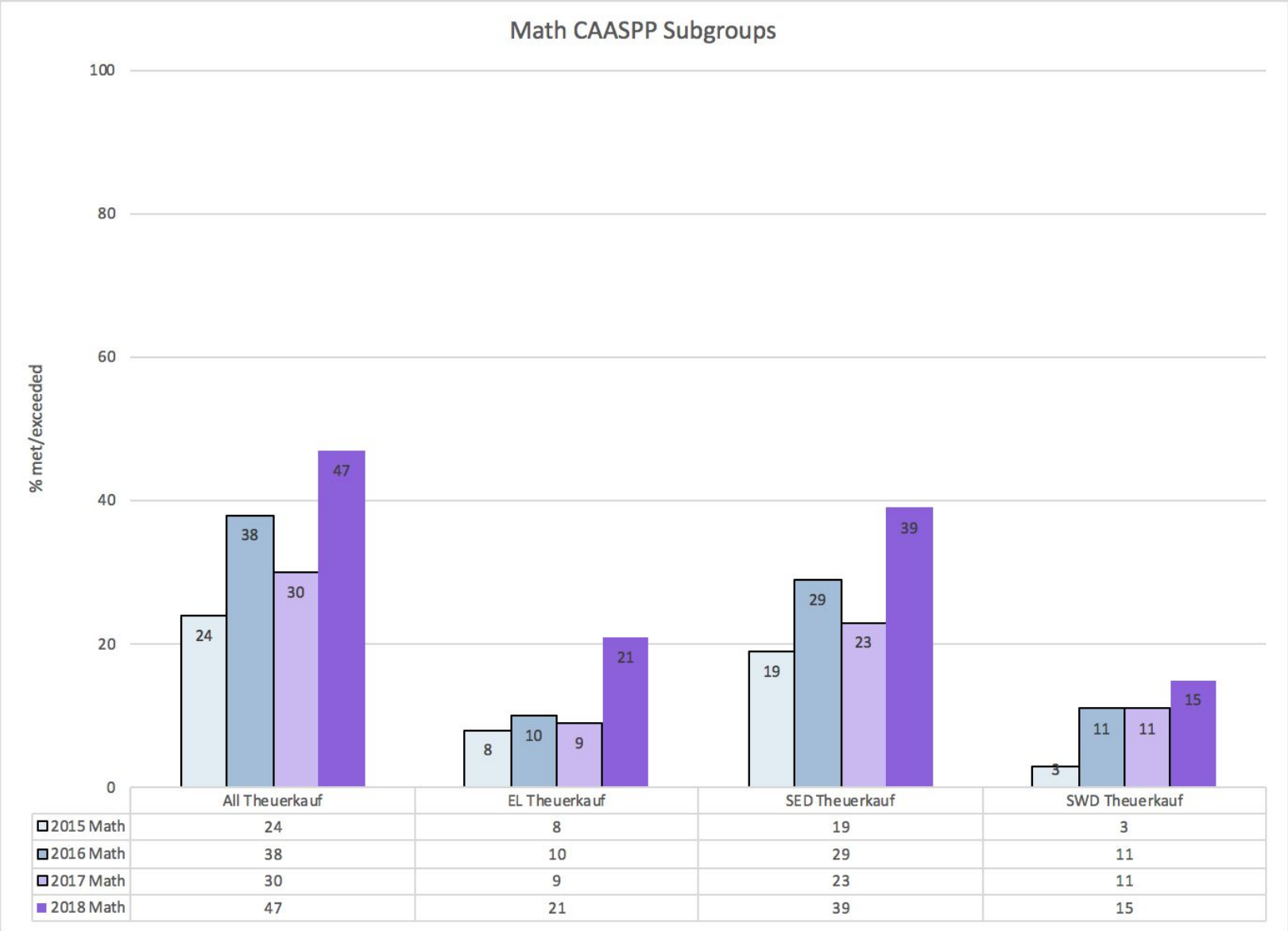
Total Expenditures: $99,115

Academic Achievement - Math

Key Actions	Rationale
Teachers delving deeper into grade level standards and targeting instruction around multiple ways of problem solving	Streamlined, focused planning to support instruction of grade level standards, unpacking CCSS expectations around concept understanding
Continue technology integration to reinforce math concepts (ST Math, Zearn, Reflex Math)	Providing students multiple opportunities to practice concepts to promote understanding
Using Concept Development Sheets in conjunction with provided materials as supplemental instructional material	Provide students a concrete resource to practice focus skills, highlight pertinent academic vocabulary, and a reference material as task complexity increases
Continued focus on Math Fluency - Math Facts, Common Number Sense using Reflex Math, Sprints	Increase in fluency allows more time to be spent on critical thinking and problem solving tasks rather than basic computation

Academic Achievement - ELA by subgroup

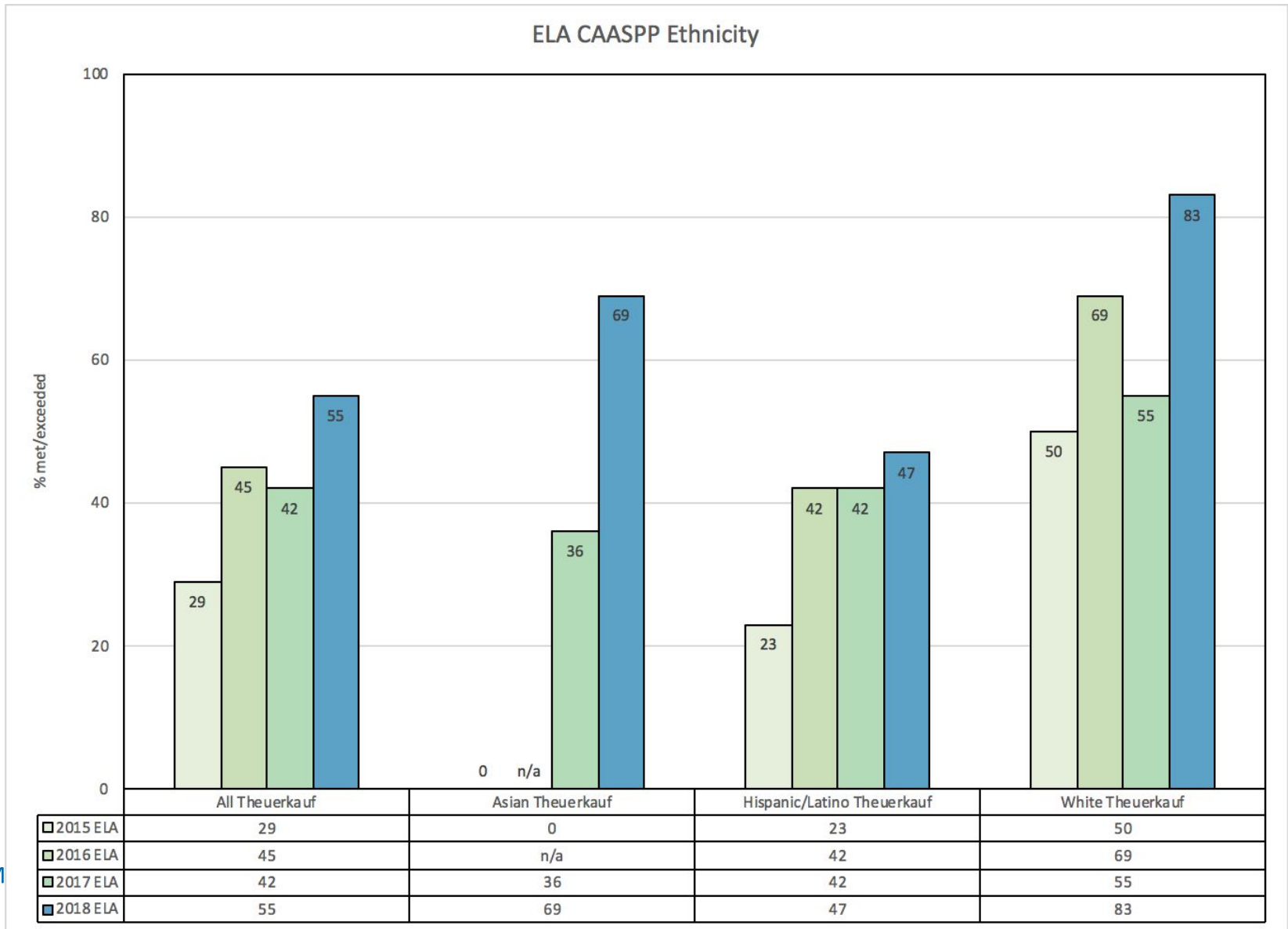
ELA CAASPP Subgroups

	All Theuerkauf	EL Theuerkauf	SED Theuerkauf	SWD Theuerkauf
2015 ELA	29	10	22	13
2016 ELA	45	19	39	26
2017 ELA	42	11	38	15
2018 ELA	55	16	48	19

Academic Achievement - Math by subgroup

Math CAASPP Subgroups

	All Theuerkauf	EL Theuerkauf	SED Theuerkauf	SWD Theuerkauf
2015 Math	24	8	19	3
2016 Math	38	10	29	11
2017 Math	30	9	23	11
2018 Math	47	21	39	15

Academic Achievement - ELA by ethnicity

ELA CAASPP Ethnicity

	All Theuerkauf	Asian Theuerkauf	Hispanic/Latino Theuerkauf	White Theuerkauf
2015 ELA	29	0	23	50
2016 ELA	45	n/a	42	69
2017 ELA	42	36	42	55
2018 ELA	55	69	47	83

Academic Achievement - Math by ethnicity

Math CAASPP Ethnicity

	All Theuerkauf	Asian Theuerkauf	Hispanic/Latino Theuerkauf	White Theuerkauf
2015 Math	24		20	32
2016 Math	38		31	69
2017 Math	30	43	26	36
2018 Math	47	62	41	83
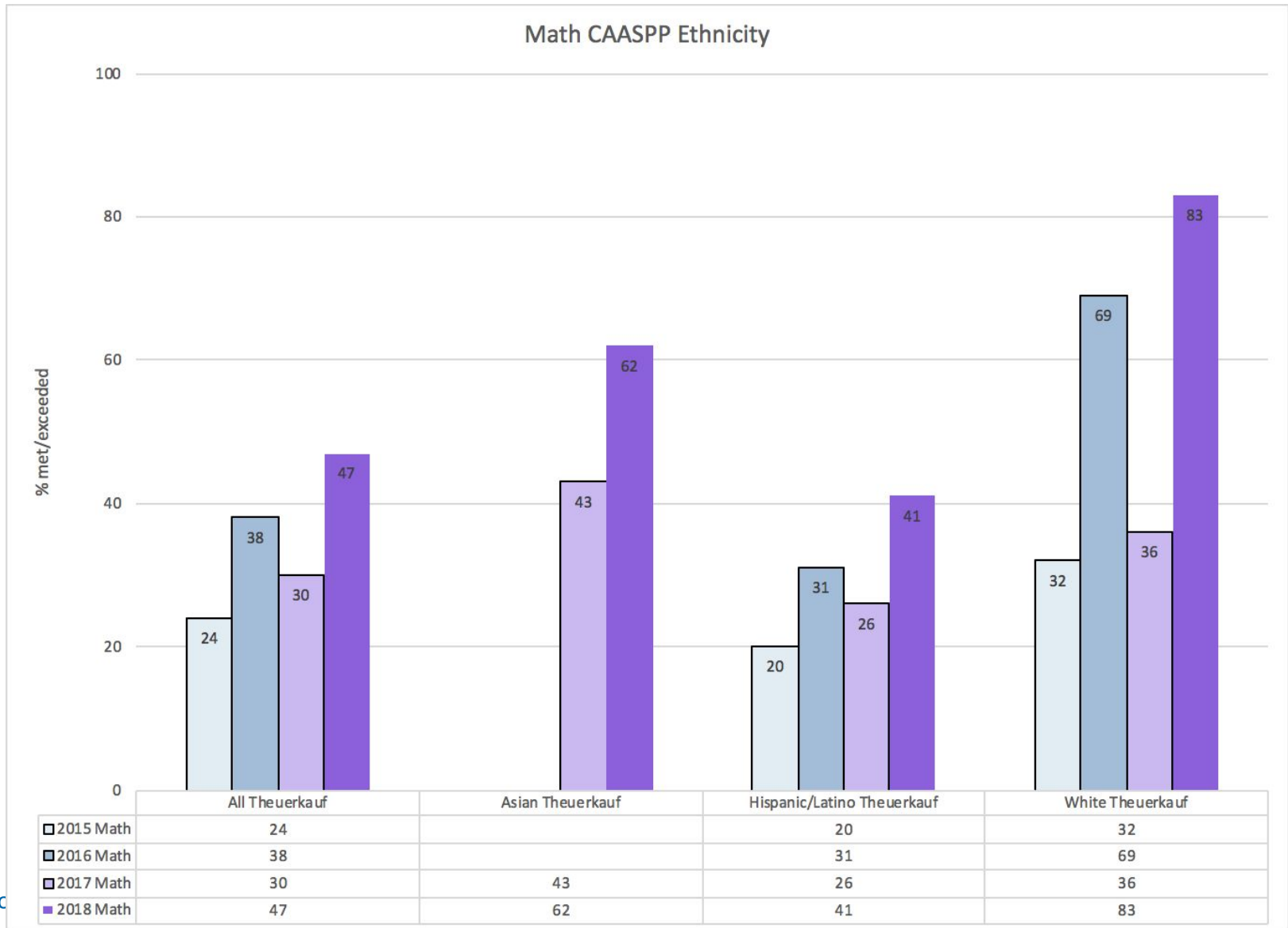
Academic Achievement ELA - by English Proficiency

ELA CAASPP English Learner Status

	All Theuerkauf	EO Theuerkauf	RFEP Theuerkauf	EL Theuerkauf
☐2015 ELA	29	34	51	10
☐2016 ELA	45	51	65	19
☐2017 ELA	42	48	69	11
☐2018 ELA	55	63	73	16

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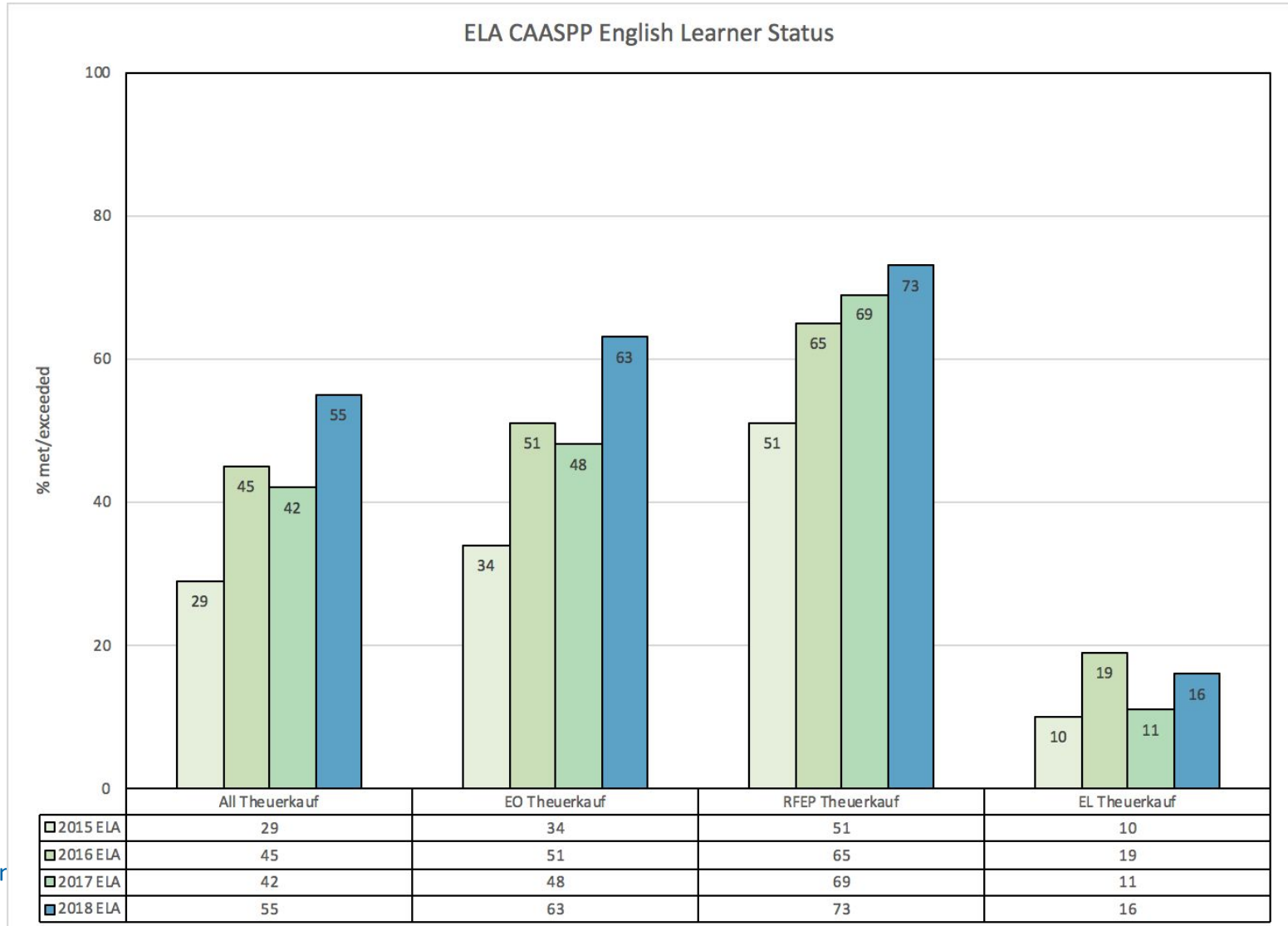
Academic Achievement Math - by English Proficiency

Math CAASPP English Learner Status

	All Theuerkauf	EO Theuerkauf	RFEP Theuerkauf	EL Theuerkauf
2015 Math	24	24	53	8
2016 Math	38	54	54	10
2017 Math	30	33	50	9
2018 Math	47	59	57	21

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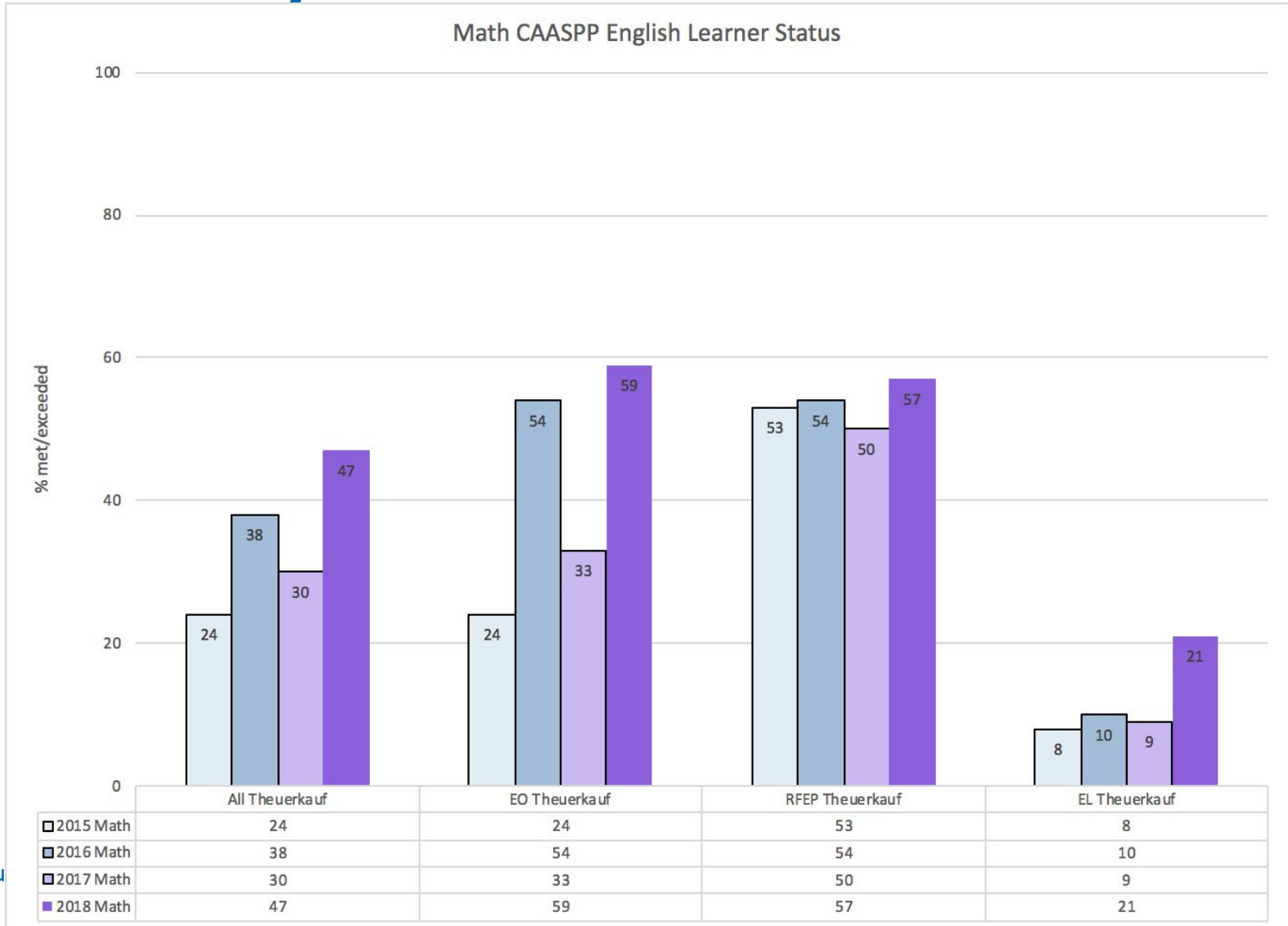
Reclassification Rates

Year	Theuerkauf
2015 RFEP	14.60%
2016 RFEP	16.60%
2017 RFEP	20.80%
2018 RFEP	16.20%

Achievement Gap

2017-18 Goal: Decrease number of LTELs/AT-Risk from 19 to 15
Met? Yes Actual: Reduced by 5 students
Hypothesis: SIOP implementation helps with language support, ELs with disabilities present multiple layers of challenge, Socio-economic status and home environment plays an important role in supporting language acquisition.

Major Actions	Effectiveness
Instruction driven by content and language objectives as well as academic vocabulary - SIOP Year 1 School wide focus	Purposeful planning around form and function in language to support English Language Learners
Designated (leveled) and Integrated ELD Instruction	Regrouping students to provide targeted language instruction and writing support
Additional Support staff for before and during school ELD support	Support staff helped keep student group sizes small which in turn assisted in effective ELD instruction

Achievement Gap

2018-19 Goal: By June 2019, we will reduce the number of Long Term English Learners (LTELs)/ At-Risk of becoming LTEL students by at least 10%, or at least one, student as measured by the ELPAC scores. (LTEL/AT-Risk Goal).

By June 2019, we will improve the number of English Language (EL) students demonstrating language proficiency by at least 10% as measured by the ELPAC scores (EL Goal).

By June 2019, we will reduce by 10% t he number of RFEP students not meeting standard in English Language Arts moving from 73% to 76% meeting or exceeding standard as measured by CAASPP (RFEP Goal)

Key Strategies: Leveled small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, focus skill student groupings, targeted designated and integrated ELD, before and after school academic support, targeted professional development

Total Expenditures: $115,000

Mountain View Whisman School District

Achievement Gap

Key Actions	Rationale
Instruction driven by rigorous content and language objectives as well as academic vocabulary supports (Deeper DOK Levels - SIOP)	Develop a common entry point for all students around academic vocabulary and rigor with appropriate supports that allow all students to acquire language effectively
Designated ELD instruction 4 times per week in leveled groups and assigning additional support staff to address student needs	Provides students appropriate strategies and supports based on their level of proficiency in order to acquire language effectively
Integrating Science during ELD to make lessons engaging and practice language forms through academic concepts	Creates engaging environment for students to apply language frames and practice language in authentic ways- listening, speaking

Human Capital

2017-18 Goal: Grade levels will operate as a PLC by completing at least 4 common formative assessment cycles aligned to four essential questions
Met? Partially   Actuals: Formative Assessments completed, Not all staff trained on PLC functions
Hypothesis: While grade level teams were creating and implementing formative assessments, not all staff were trained around PLCs so this goal could not be fully met.

Major Actions	Effectiveness
Grade level teams met for structured planning days twice during the year to plan instruction and collaborate on formative assessments	Provided grade level teams an opportunity to collaborate and create long term instructional plans to best meet the needs of the learners.
Data analysis of District Benchmark, formative assessments both in grade levels teams and by larger school community (Data Days)	Provided better understanding of focus students and how to differentiate instruction based on student needs
Weekly Collaboration Meetings for Grade Level Teams	Grade level teams met weekly to collaborate based on their own needs. Support Staff (RTI, ELD, Instructional Coach) met with teams to support instructional planning

Human Capital

2018-19 Goal:
By June 2019, 100% of the teaching staff will engage in at least one professional development opportunity in the areas of STEM, NGSS, Writing, and ELD as demonstrated by attendance at the PD sessions

By June 2019, 80% of the walkthrough data collected during science instruction will reflect teachers engaging students in hands-on Science classroom activities

Key Strategies: Developing internal capacity with the staff by providing opportunities for STEM training, Best Practices around Writing Professional Development, NGSS Professional Development, and ELD Trainings, Classroom Walkthroughs

Total Expenditures: $14,363

Human Capital

Key Actions	Rationale
Provide professional development opportunities for staff around NGSS - STEM, Writing, ELD	Building internal capacity and bringing systemic change
Providing instructional coaching support for all teachers on pedagogies, curriculum development, classroom management, aligned with school wide focus and teacher needs	Improving practice through coaching and reinforcement and new ideas for implementation of initiatives.
Additional training and support for new teachers - Year 1 and Year 2	Onboarding new teachers on past initiatives for consistent implementation
Ongoing Administrative Classroom Walkthroughs	Observation of school wide instructional shifts through a cycle of feedback and coaching

Mountain View Whisman School District

Attendance and Suspension

	Attendance	Suspension
2014-2015	95.83%	0
2015-2016	96.37%	3
2016-2017	95.26%	2
2017-2018	95.5%	3

Inclusive and Supportive Culture

2017-18 Goal: By June of 2018, 95% of students will report that Theuerkauf Elementary teaches students to care about each other and treat each other with respect based on school climate survey. By June of 2018, 85% of students will report that Theuerkauf Elementary helps students solve conflicts with one another based on school climate survey. -Increase student attendance rate	

Met? No Healthy Kids Survey Results available increased parent participation as reflected by attendance at school events Attendance rates increased by 0.3%	

Hypothesis: Emphasis on students feeling safe and supported at school	

Major Actions	**Effectiveness**
Staff to research social emotional learning program	Social Emotional Committee including staff, parents shortlisted a program
Implement Project Cornerstone	A few grades had Project Cornerstone readers
Increase positive recognition of Core Values and attendance	School wide assemblies for positive recognition
Playworks	Coach, Junior Coaches

Inclusive and Supportive Culture

2018-19 Goal: By June 2019, 85% of students will report feeling safe at school as measured by district or site survey (School Climate Survey) . By June 2019, the average attendance percentage for the school will increase from 95.5% to 97%.
By June 2019, suspensions will be reduced from 3 to 2

Key Strategies: Provide individual family support, school wide conflict resolution training for students, staff, and parents through Soul Shoppe (social emotional strategy learning program)

Total Expenditures: $78,803

Inclusive and Supportive Culture

Key Actions	Rationale
Implementation of Soul Shoppe	Providing students structured social emotional avenues for acknowledging and addressing emotions helps create a positive school climate and students want to be at school.
Realignment of Positive School-wide Supports	Facilitate consistent school-wide positive behavior supports and incentives to promote a safe and positive school environment
Individual Support with Families	Provide families with strategies to support or address mental/ social emotional issues at home leads to a cohesive school-home partnership
SCEF and At-Risk Coordinator	Additional dedicated personnel to support students and families supports an inclusive and supportive community

Parent Engagement

2017-18 Goal: By June 2018, 75% of parents will have attended three or more events as measured by parent sign in records.

Met? No Actual: Increased parent participation as reflected by attendance at school events 68% of the families attended 3 or more events

Hypothesis: The more families are involved at school and in their child's education, the better students feel and perform

Major Actions	Effectiveness
School Staff available for parent assistance - SCEF, At-Risk Coordinator, and Principal Regular parent communication via all calls, emails, personal phone calls	Staff availability helped families feel comfortable and welcomed at school
Implement Project Cornerstone	Grades TK - 2 had Project Cornerstone readers
Providing interpretation for families speaking another language	Allowed all families to access the information provided by having speakers in their first languages translating

Parent Engagement

2018-19 Goal: By June 2019, 75% of the families will attend four or more events as measured by parent sign in records.
Key Strategies: Principal, School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, volunteer appreciation luncheon, family nights, parent workshops
Total Expenditures: $12,775

Parent Engagement

Key Actions	Rationale
Presence and availability of SCEF, At-Risk Coordinator, and Principal	Provide a welcoming and supportive school cultures for families where they feel supported by school staff
Schoolwide Project Cornerstone Implementation	Provides all families an opportunity to be involved in classrooms supporting social-emotional education
Relevant and engaging parent workshops - Digital Citizenship, Supporting child behaviors, academics at home, etc.	Provide parents with strategies on supporting their child academically and socially-emotionally at home

Reflections

What worked? ● Guided Reading, focused small group instruction ● Understanding of SIOP functions ● Concept Development Sheets ● Technology Integration ● Designated/ Integrated ELD	**Why?** ● These strategies were effective because they focused around identifying student areas of need and differentiating instruction to best meet the needs of all learners.
What didn't work? ● PLC Implementation was not effective ● School climate data points need to be refined	**Why?** ● 13 new staff members who were not trained in PLC functioning ● Creating positive school climate and culture - a feeling of belongingness to the school

What changes are you going to make?
- Building teacher capacity through increased professional development opportunities
- Focused instructional alignment through the grades - DOK, NGSS/ STEAM
- Building a school wide social emotion program implementation to continue enhancing a risk-taking and student scaffolding culture
- Continue to build positive parent engagement through partnerships with community stakeholders, PTA, etc. by increasing parent events and feedback platforms
- Increased focus on identifying and supporting individual student needs- "Meet students where they are"

Questions?