



Mountain View
Whisman
School District

Board of Trustees SY23-24 Goal

Reimagining Castro: A Road to
Improvement

5/2/24



Today's Goals and Objectives

Today we will:

- ❑ Provide update on the meetings and work-to-date with Castro Roundtable Group and share insights from final site visit to Nystrom Elementary in Richmond, CA
- ❑ Explore Action Plan (Year 1 ONLY)
- ❑ Share insights from community feedback sessions
- ❑ Outline next steps for presenting Year 1-3 on May 30 with projected costs and necessary resources

Alignment to Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal Area #2: Student Social-Emotional Health

2B. Ensure an integrated, consistent approach to social-emotional learning

Goal Area #3: Inclusive and Welcoming Culture

3B. Expand and enhance culturally-relevant approaches to student, parent and community engagement

Goal Area #4: Effective and Engaged Employees

4A. Attract and retain diverse, quality employees

Goal Area #5: Equitable Distribution of Resources that Support Student Success

5A. Ensure facilities and resources equitably serve all student



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Re-Imagining Castro: Purpose and Goals

Equity Challenge

How do we **increase access to high-quality and culturally-responsive** educational experiences **and supports** for students at Castro that result in **increased outcomes** over time, considering the logistical, social, and fiscal hurdles this challenge presents?

Managing Expectations:

Rollout of Changes:

- Will likely consist of 2-3 phases that are each rolled out approximately 1 year apart
 - this means it is possible that full implementation of changes put forth by the coming plan won't be fully implemented until SY25-26 or SY26-27
- Will require substantial time, human resources, and financial investment
 - any new change should be given at least 3 consecutive years of implementation before it is discontinued (unless it is causing harm)

Managing Expectations

Year 1 Changes Review: [today]

- aligned with district adoptions (ELA curriculum); and/or
- required less ‘adult learning’ than some proposed for Years 2-3; and/or
- able to implement with feedback already gleaned from the process

Year 2-3 Changes Review: [May 30]

- changes that required more ‘adult learning’ such as professional development for teachers that needs to be planned ahead of time; and/or
- required more community/staff input before strategic actions are implemented (eg. student or teacher feedback)



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Work-to-Date

Stages of Creating a Plan

- ❑ Exploring Castro Data ✓
- ❑ Co-Constructing a Vision (DEC/JAN) ✓
- ❑ Identifying Priorities (JAN) ✓
- ❑ Seeking Expertise and Best Practices (FEB/MAR) ✓
- ❑ Identifying Goals and Success Criteria for each Priority Area (MAR/APR) ✓
- ❑ Identifying Strategic Actions and Getting Feedback from Community (APR) ✓
- ❑ Sequence/Timeline these Changes (MAY)
- ❑ **Budgeting for cost/expense (MAY)**
- ❑ Sharing the Plan with the Community (MAY 30)

Castro Educational Roundtable

Goal: To provide feedback to the Superintendent and designee on the vision and priorities of the Re-Imagining Castro initiative.

Multiple stakeholder groups:

- Castro Teachers (3)
- Castro Parents (2)
- Site Leadership at Castro (1)
- District Leadership (4)
- Board Members (2)

Identifying Priorities Areas

Priority areas were identified based on what it would take to ‘build the bridge’ between what our current data is showing us and what we want to see as an outcome of our work.

What data shows		Priority Areas		Overarching Goal
Steep learning loss after Covid.		Learning acceleration Enhancing learning experiences to reach important academic milestones		Students on track to gain proficiency in ELA/Math before leaving Castro.
Strained resources given concentration of need at school site.		Enriching culture Providing additional educational experiences to deepen knowledge		Students have access to high quality educational experiences.
High concentration of social and emotional hardships		Social-emotional supports Providing learning experiences that help nurture a students well-being and social skills		Students receive necessary supports for overall wellbeing.

Levers for Change

To center our work on what is doable, measurable, attainable, and meaningful, the following high-leverage change areas were identified to keep our plan targeted and specific.

Where can we affect the most change based on our goals?

High-leverage change areas		
Instructional practices What does teaching and learning in the classroom look like?	School structure How does the way the school day is structured help prioritize learning?	Quality of relationships How do the connections between people help students learn?

External School Site Visits Completed

- Mariano Castro, Mountain View CA [internal]
- Uncommon Schools Network, Newark, NJ
- Carver Academy, Cerritos, CA
- San Diego County Comm. Schools, San Diego, CA
- Monarch School, San Diego, CA
- Mission Prep, San Francisco, CA
- Nystrom Elementary, Richmond, CA

Nystrom Elementary Site Visit

Nystrom Elementary School in Richmond, CA

- Public, non-charter
- 444 students
 - 75% Hispanic/Latino
 - 58% English Learners (primarily Spanish-speaking)
 - 68% SED

Key Takeaways: Nystrom Visit

- Commitment to literacy as a civil right is foundational to staff identity and informs how and why teachers commit to this focus
- Strong, trusting relationships allow for continuous improvement and coaching among:
 - Teachers who share kids and share data
 - Instructional coach and teachers who work together to improve practice daily in a non-threatening way
 - Instructional coach and Principal who set the tone for instructional leadership of the site

Key Takeaways (All visits) - Learning Acceleration

- Teachers use common curriculum with fidelity to reduce time spent on lesson creation and maximize time on lesson delivery and differentiation
 - Coaching focuses on explicit feedback on instructional practices
- Teachers share students across grade-level bands for RTI in Reading, which allows to support all students at all levels
 - School day is structured to allow for this
- Learning occurs when basic needs of students are being met
 - Schools provided breakfast AND snack; and cultivated a sense of school identity/belonging to increase attendance

Key Takeaways (All visits) - Enriching Culture

- Enrichment (before, during, and after school) is most meaningful when it is student-driven.
 - Requires avenues for student-driven opportunities and student interest surveys
- Strong community partnerships help make enrichment activities culturally-relevant and meaningful
 - Community partnerships take time to create and work/time to maintain but improve overall experience of families
- Schools that become ‘places to gather’ in a community can better serve families—which helps kids. Having frequent ‘reasons to gather’ is important.
 - Strong parent/school partnerships require communication, feedback loops, and time/space to develop

Key Takeaways (All visits) - SEL Supports

- Clear (high) expectations and positive behavioral support is key to maintaining a healthy learning environment
 - Positive behavioral intervention requires adult learning and consistent reinforcement throughout implementation
- Having more adults in the classroom and on campus can allow for increased support for students academically, emotionally, and behaviorally
 - Structure of the school day must account for increased adult presence
- Emotional regulation and social skills must be taught explicitly and reinforced by teacher and parents in close collaboration
 - Teacher/Parent consistent communication is essential and requires intentional systems/practices staff have time and space to implement

Community Engagement

Collecting feedback about Castro's strengths, challenges, and priorities from:

- Castro EdRountable Committee - **ongoing**
 - **Parents, Teachers, Board Members, Superintendent, Principal, and District Staff**
- Teachers/Staff (staff meeting) - **April 24**
- Castro Parents/Families (format similar to Cafécito) - **April 25**



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Action Plan (Year 1)

Action Plan Framework: Zoom Out

Based on learnings from external site visits and research on best practice, **Action Plan Year 1 includes:**

Castro (specific)–

- School-wide RTI Model
- Breakfast for all (in the classroom)
- Centralized data management
- Extra PD days for teachers in August (paid, incentivized)
- Recess/Lunch behavioral support (Playworks, etc.)
- Increased FTE for SCEF to 2.0
- Cont. Wellness Center support

District-wide–

- Adoption ELA curriculum rooted in the science of reading
- Continued Newcomer support
- Continued Reading Intervention support
- Site-based counselor

Zoom In: School-Wide RTI Model

Needs necessitating change:

- lack of first teaching instructional blocks
 - due to issues created by shared campus, specials and scheduling, and reading intervention push-in
- lack of targeted interventions based on data
 - due to lack of ability to group based on varying needs within one classroom
- current master scheduling practices
 - which included scheduling around specials, not instruction (misalignment with our goals)

School-Wide RTI Model

Best practices uncovered at site visits:

- school-wide master schedule prioritizing longer instructional blocks to prioritize tier 1 instruction
- common intervention blocks so teams can work together to share students
- teachers on same lesson pace, which makes it easier to combine classes when necessary

School-Wide RTI Model

Proposed strategic action:

- a new master schedule with 50-minute blocks, common breaks for 1-5th, and cross grade-level RTI
 - implications include: RTI teaching team ascending on grade-level band (8-10 teachers at once, including RTI teachers and grade-level teachers)
 - separation of STEAM from RTI (whole class will attend STEAM)
 - team teaching during math

School-Wide RTI Model

Implementation:

- To occur in Year 1 of Re-Imagining Castro
- Implemented SY24-25

Capacity Building:

- To occur in Summer 2024 and will include training for teachers around skill-based instruction and small group teaching with new curriculum

Evaluation Plan:

- Academic **growth** (progress) of students from the iReady assessments once per trimester (quant)
- Staff/teacher and parent survey on implementation (qual) at the end of Trimester 2

Zoom In: Breakfast for All Students

Needs necessitating change:

- drastic increase in students who qualify under McKinney-Vento
 - necessitating a re-evaluation of how basic needs are being met from the school site

Breakfast for All Students

Visits uncovered effective practices:

- school-wide breakfast during the school day provided a structure for there to be food available all day
- sites visited were successful in using this time to build community by incorporating breakfast into morning meeting
- access to food/resources destigmatized as a result of overall site shift to breakfast for all

Breakfast for All Students

Proposed Strategic Action:

- provide breakfast for all students during the school day in addition to snack at recess time and lunch
 - implications include: specific time set aside for this as a part of the master schedule
 - new routines need to be internalized by students and staff after training and practice
 - increase in janitorial support and waste management processes

Breakfast for All Students

Implementation:

- To occur in Year 1 of Re-Imagining Castro
- Implemented SY24-25

Capacity Building:

- To occur in Summer 2024 and will include training for janitorial support, more trash cans, practicing delivery/pickup, and developing new waste management processes for students/staff

Evaluation Plan:

- Staff/teacher and parent survey on implementation (qual) at the end of Trimester 1, 2, and 3 in Year 1.

Zoom In: Centralized Data Grouping for RTI

Needs necessitating change:

- data management of student groupings for RTI requires constant changes/vigilance
- cross-grade-level RTI groupings requires additional logistics management—which is a burden unrealistic for teachers to bear
- RTI groupings benefit from interdepartmental collaboration (such as for Newcomer, EL, and RI support)

Centralized Data Grouping for RTI

Visits uncovered effective practices:

- data management by a site-based team promoted school-wide data transparency and ownership
- data management by a site-based team took burden of groupings/swaps off of teachers who could focus on instructional shifts

Centralized Data Grouping for RTI

Proposed Strategic Action:

- site-based data team will form and include:
 - Principal, instructional coach, reading intervention specialist, ELD TOSA, and Newcomer teacher
 - implications include: modified UDC for Castro teachers, with an emphasis on action planning and reflection
 - new/improved communication channels between teachers and data team, which will be honed and refined over time based on feedback

Centralized Data Grouping for RTI

Implementation:

- To occur in Year 1 of Re-Imagining Castro
- Implemented SY24-25

Capacity Building:

- To occur in Summer 2024 and will include training for members of the data team along with development of feedback loops between data team and teachers

Evaluation Plan:

- Academic **growth** (progress) of students from the iReady assessments once per trimester (quant)
- Staff/teacher and parent survey on implementation (qual) at the end of Trimester 2

Action Plan Framework Years 2-3

Action Plan Year 2-3, **[May 30]** will include:

- Strategic actions for Years 2-3
- Rationale(s) for strategic actions for Years 2-3 based on external visit learnings and best practices
- How/Why/What/How matrix for key strategic changes for Years 2-3
- **[Additional] Cost projections for Years 1-3**



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Next Steps

Action Plan Years 2-3 (and budget)

[Action Plan Yrs 2-3, **5/30**] to *additionally* include:

- Years 2 and 3 rollout plan summary (SY25-26 and SY26-27)
 - Success criteria and evaluation plan for these strategic actions
- Projected cost for additional resources for all changes Years 1-3

Next Board Update:

May 30, 2024:

- Finalized proposal Years 1-3:
 - Budget/cost analysis
 - Success criteria and evaluation plan
 - Incorporation of community feedback