



Mountain View
Whisman
School District

Crittenden Middle School Site Plan

Angela Dillman, Principal

November 2017





Mountain View
Whisman
School District

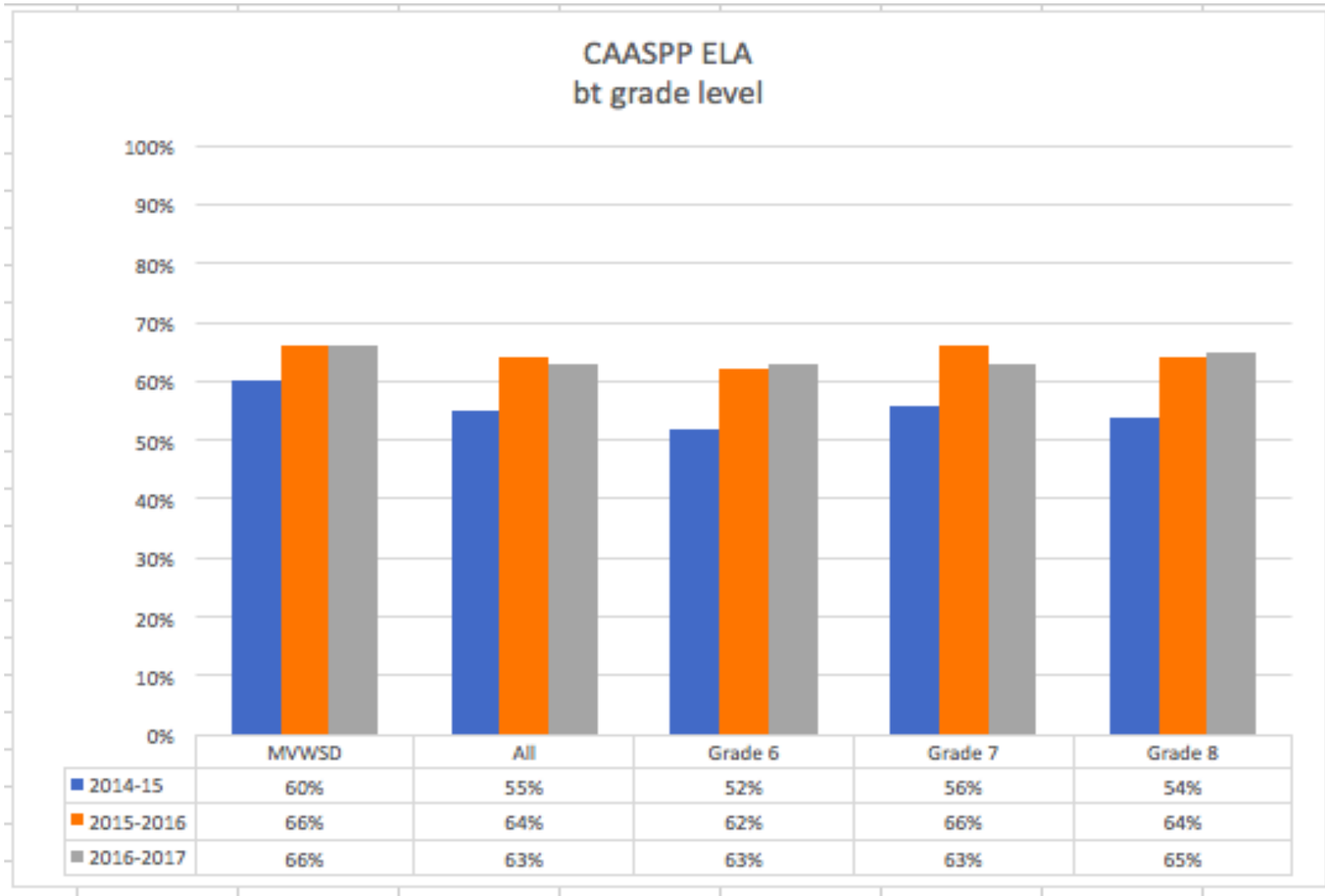
The story of Crittenden

Demographics

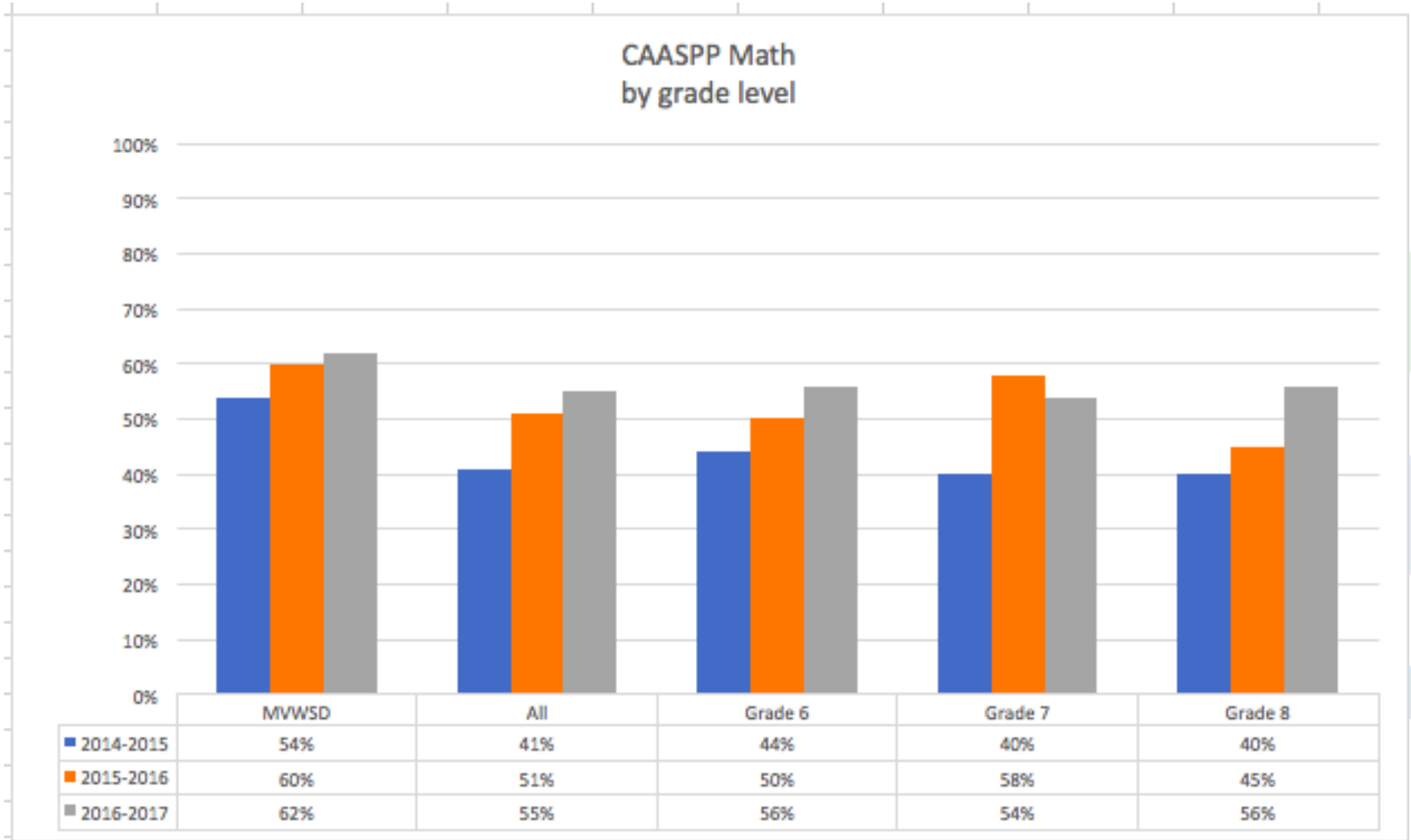
These are the students we serve:

| | 2014-2015 | 2015-2016 | 2016-2017 |
|---|-----------|-----------|-----------|
| English Learners* | 22% | 20% | 15% |
| Reclassified Fluent English Proficient* | 36% | 37% | 38% |
| SocioEconomically Disadvantaged | 58% | 56% | 51% |
| Students with Disabilities | 13% | 13% | 14% |
| White | 19% | 20% | 23% |
| Asian | 5% | 5% | 7% |
| Hispanic/Latino | 60% | 56% | 52% |
| Total Enrollment | 603 | 630 | 663 |

CAASPP - ELA by grade level



CAASPP - Math by grade level



Academic Achievement

Overall Grade Level Data Trends

- ELA scores were very flat with a 1% gain in 6th and 8th grades. There was a 3% loss in 7th grade, though this is a 1% cohort gain.
- 16-17 ELA scores had the fewest students below standard in the three years of this test at Crittenden
- Grades 6 and 8 exceeded goals in math. Grade 7 showed a grade level drop of 4% though a cohort gain of 4%.
- 16-17 math scores had the most students exceeding standard in the three years of this test at Crittenden

Academic Achievement - ELA

2016-17 Goal

By May 2017, the percent of students proficient on the CAASPP ELA Summative in each grade

will increase by the following percentages:

6th grade: from 62% to 68%

7th grade: from 66% to 72%

8th grade: from 64% to 70%

Met? - No -

Contributing factors could include...

- New curriculum
- Inconsistent implementation of pacing and planned curriculum

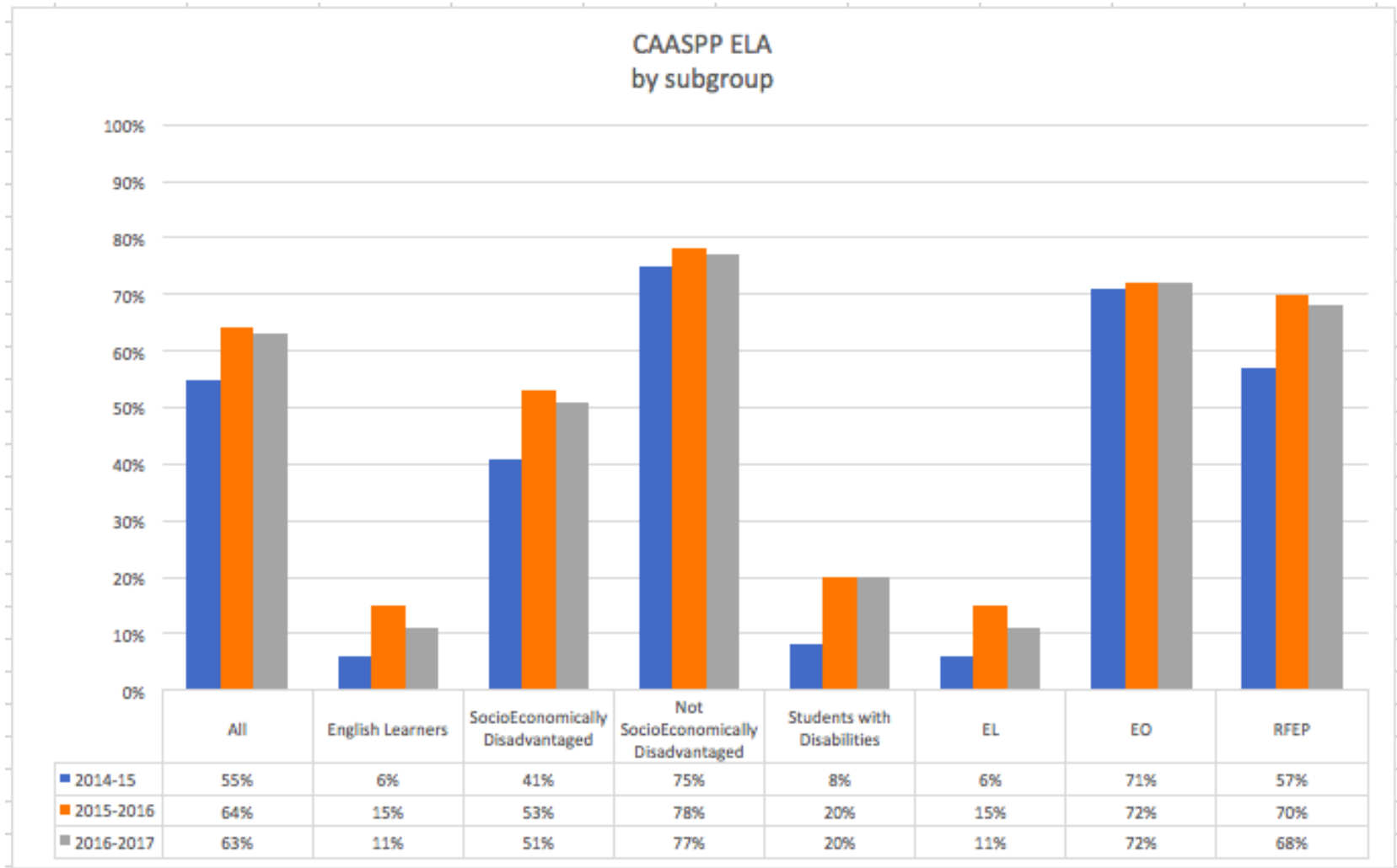
Academic Achievement - ELA

2017-18 Goal - Increase from 66% to 69% met/exceeded

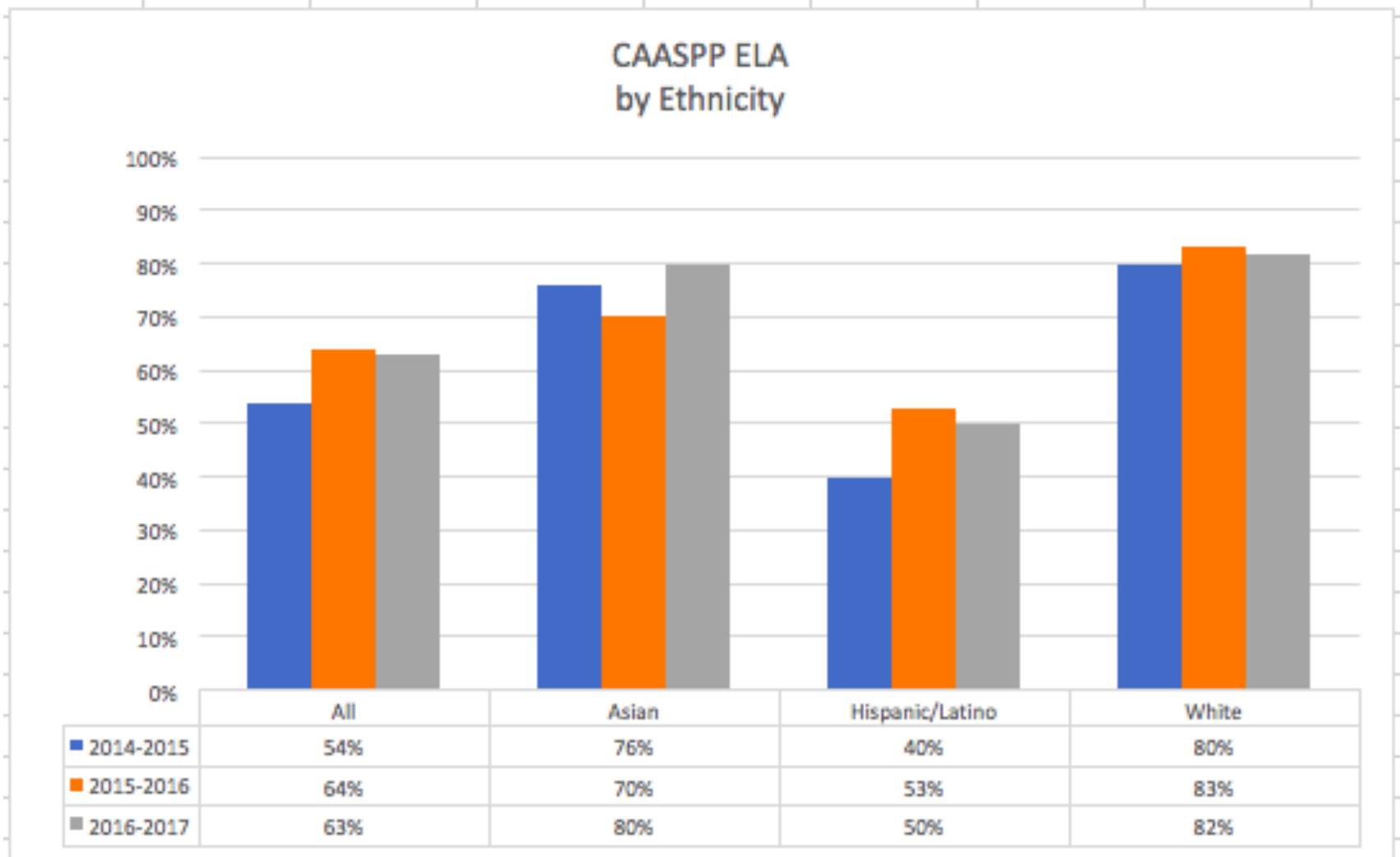
Key Strategies - Professional Development, Coaching, and Interventions

| Key Actions | Expenditures |
|--|----------------------|
| Provide professional development to teachers in Sheltered Instruction Observation Protocol (SIOP), adopted curriculum, student discourse, classroom management through common planning time, release days, Professional Learning Communities, and coaching | Provided by district |
| Continue Read 180, a blended learning model to support students in reaching grade level reading proficiency with training for teachers and updated appropriate reading and listening materials for students | \$2,500 |
| Implement pacing guide, common assessments, academic vocabulary program, and consistent reading and writing strategies in ELA, social studies, and science classes | \$10,000 |
| Offer tutoring opportunities for students to build reading and writing skills | \$5,000 |
| Provide skills bootcamps to students near standard | \$2,500 |

CAASPP - ELA by Subgroup



CAASPP - ELA by Ethnicity



Academic Achievement - Math

2016-17 Goal

By May 2017, the percent of students proficient on the CAASPP Math Summative in each grade

will increase by the following percentages:

6th grade: from 50% to 55%

7th grade: from 58% to 63%

8th grade: from 45% to 50%

Met? - Yes 6th and 8th, No 7th

Contributing Factors

- Strong collaboration and pacing
- Blended learning for small group instruction time
- Support from Instructional Coach

Academic Achievement - Math

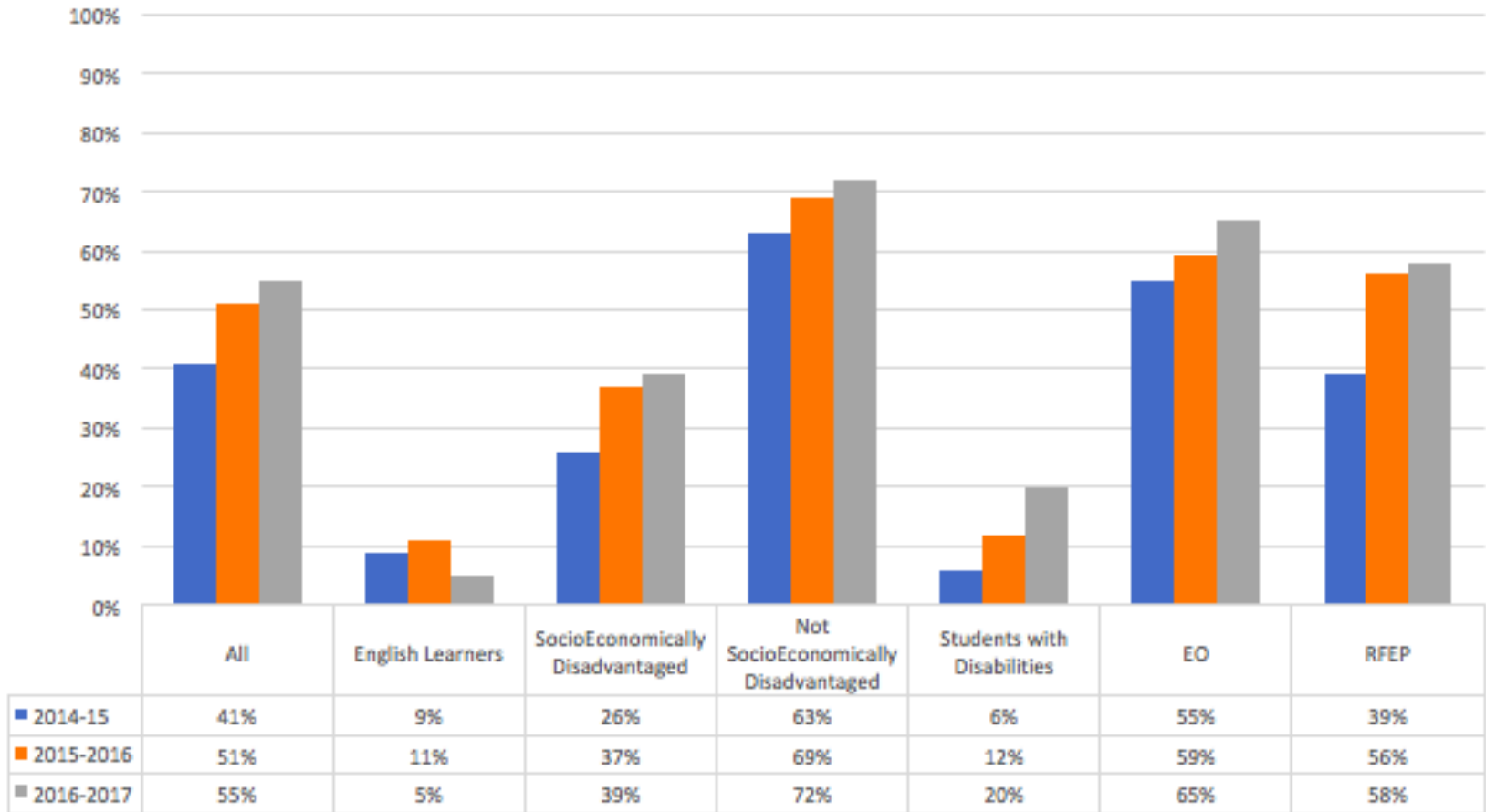
2017-18 Goal - Increase from 55% to 59.5% met/exceeded

Key Strategy - Professional Development and coaching

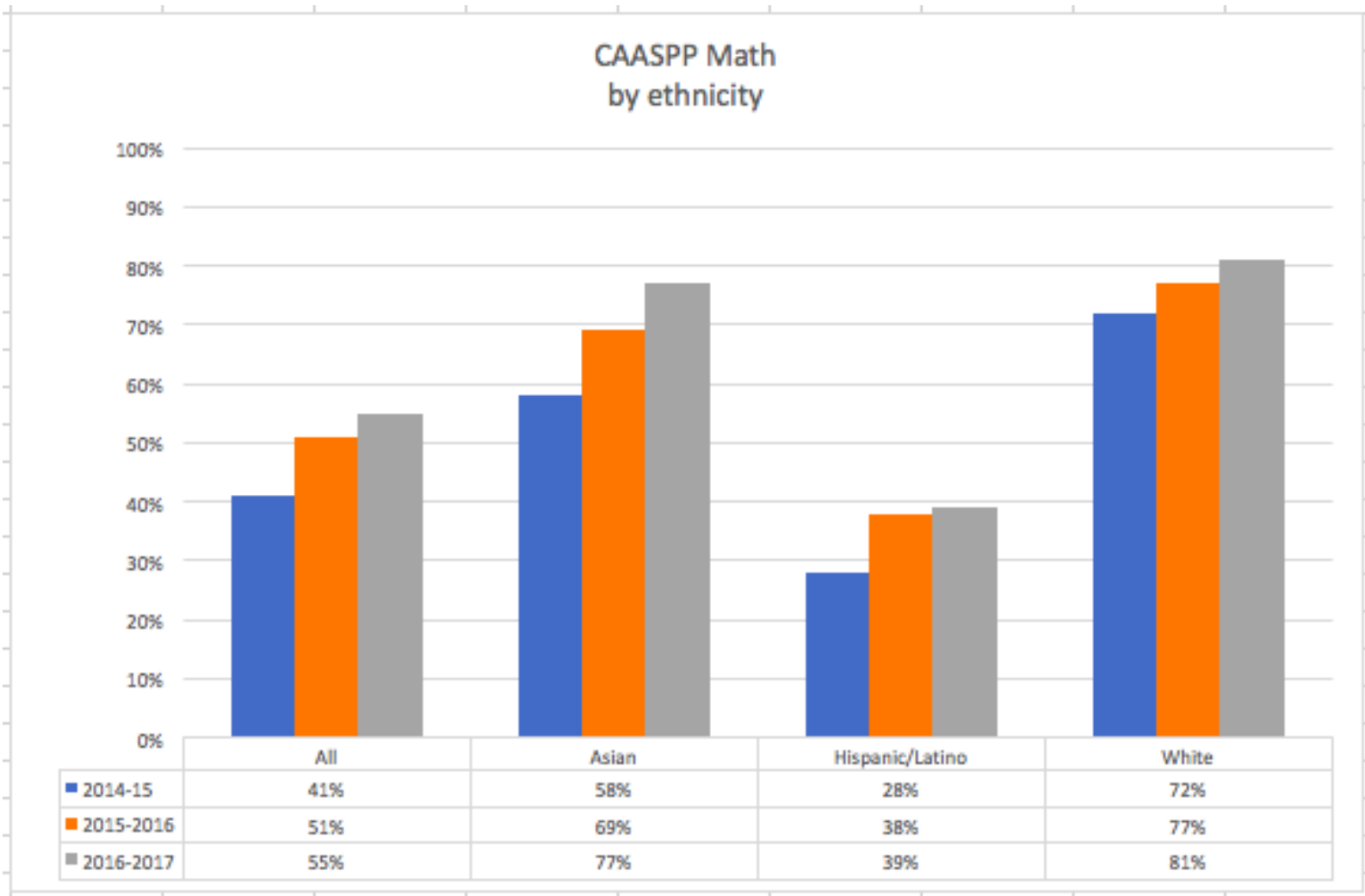
| Key Actions | Expenditures |
|--|--|
| Provide professional development to teachers in SIOP, adopted curriculum, student discourse, and classroom management through common prep periods, release days, and Professional Learning Communities | Provided by district |
| Implement pacing guide, appropriate supplemental materials, review benchmark and common assessments to identify areas for reteaching | Provided by district |
| Offer before and after school tutoring centers, lunchtime skills bootcamps, and an 8th period Study Skills elective class | \$62,500 for certificated and classified salaries for tutors and appropriate support materials |

CAASPP - Math by Subgroup

CAASPP Math
by subgroup



CAASPP - Math by Ethnicity

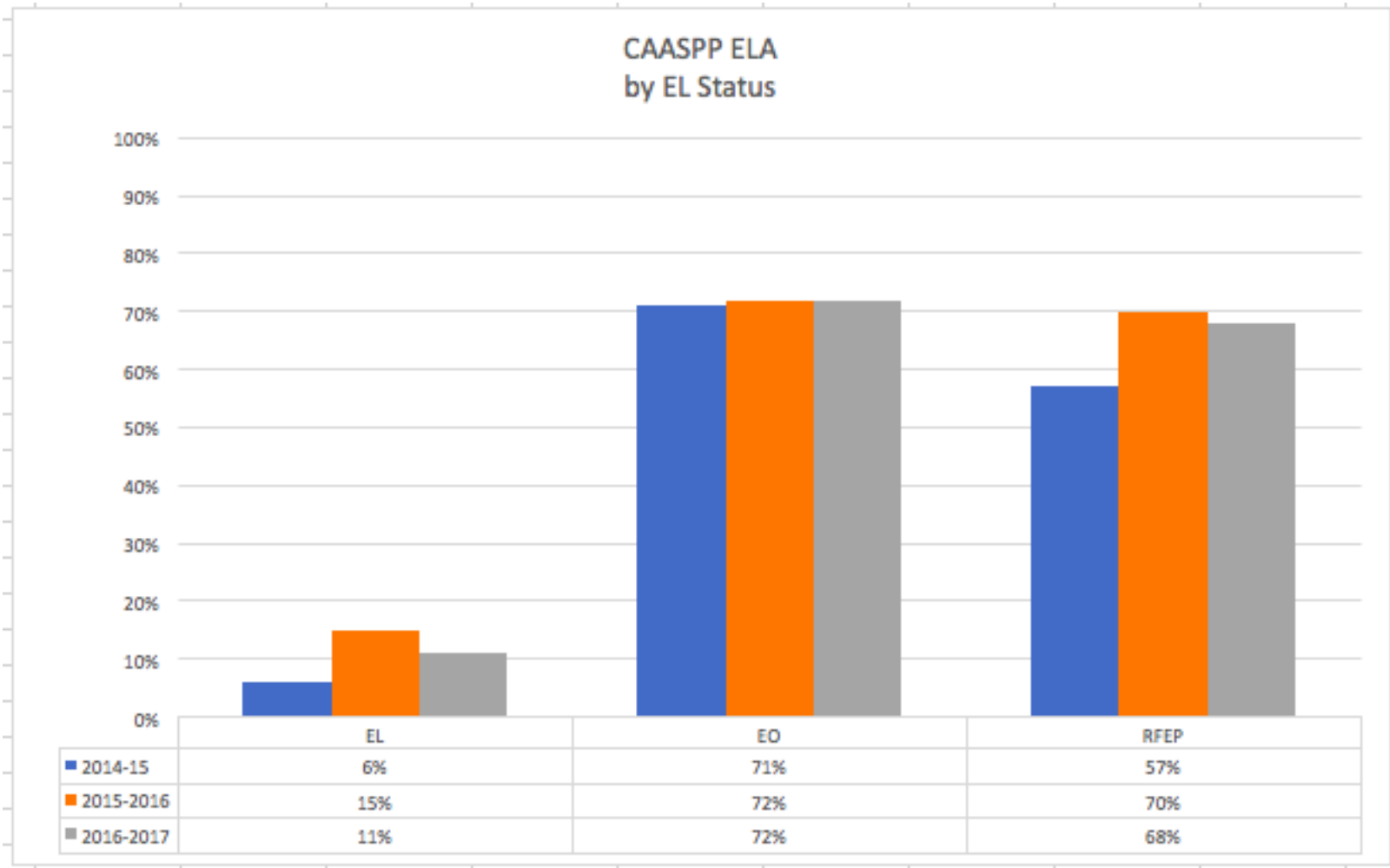


Closing the Achievement Gap

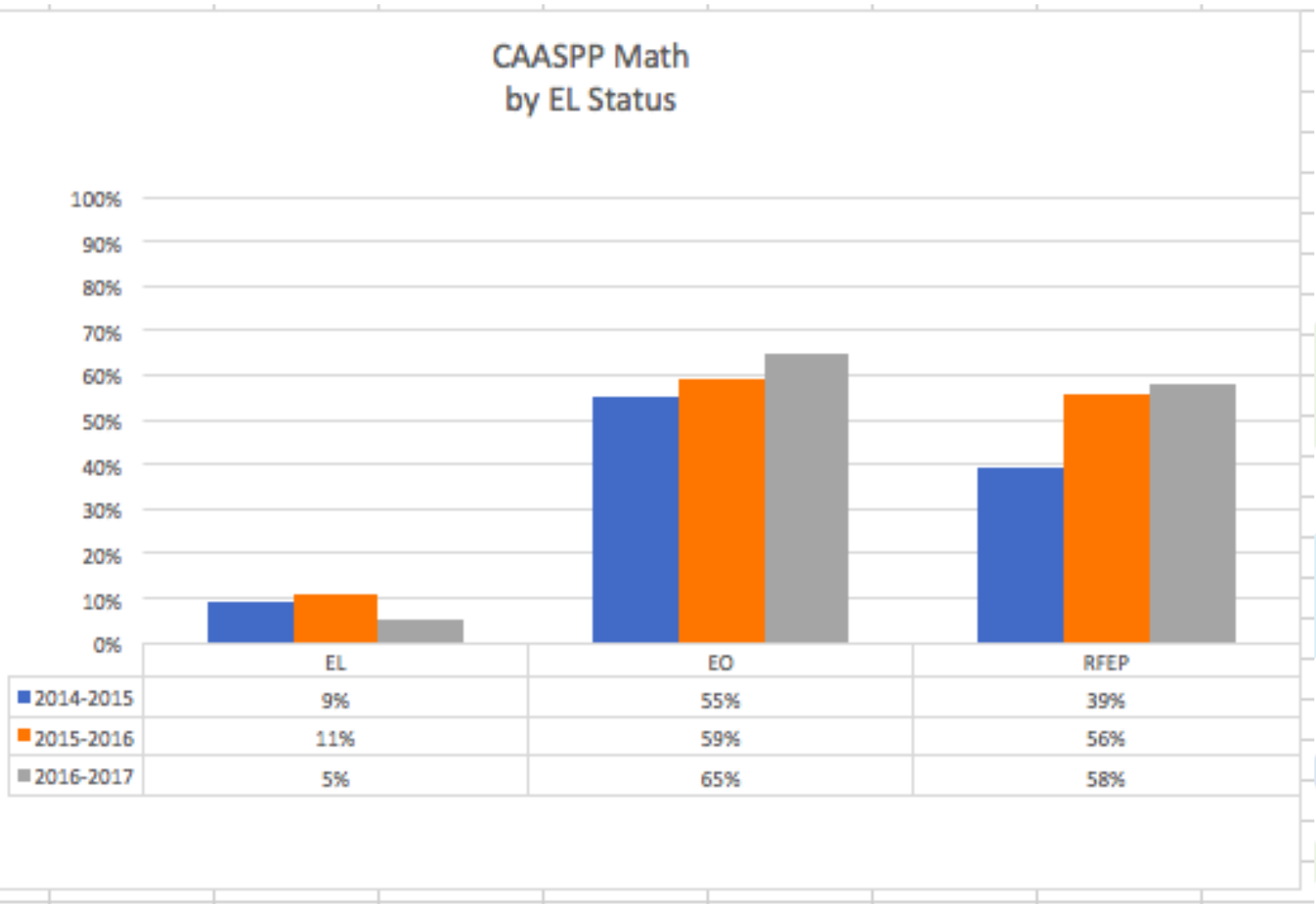
Subgroup Trends

- Fewer English Learners (ELs) met or exceeded standard this year
- Most subgroups remained the same in ELA with 2% decrease in socioeconomically disadvantaged and 4% decrease among ELs.
- All groups, except EL and students with disabilities showed an increase in math with RFEPs increasing by 2% and socioeconomically disadvantaged increasing by 3%

CAASPP - ELA by English Learner Status



CAASPP - Math by English Learner Status



Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 15% to 25% in ELA and from 11% to 25% in math.

Met? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased by 4% and decreased in math by 6%

Contributing Factors

- The English Learner subgroup is an ever changing group of students
- Only students who have not yet demonstrated proficiency in language and content are considered English Learners. Once they demonstrate proficiency, they are reclassified and exited from the subgroup.
- Explicit language development must be included and monitored in student instruction

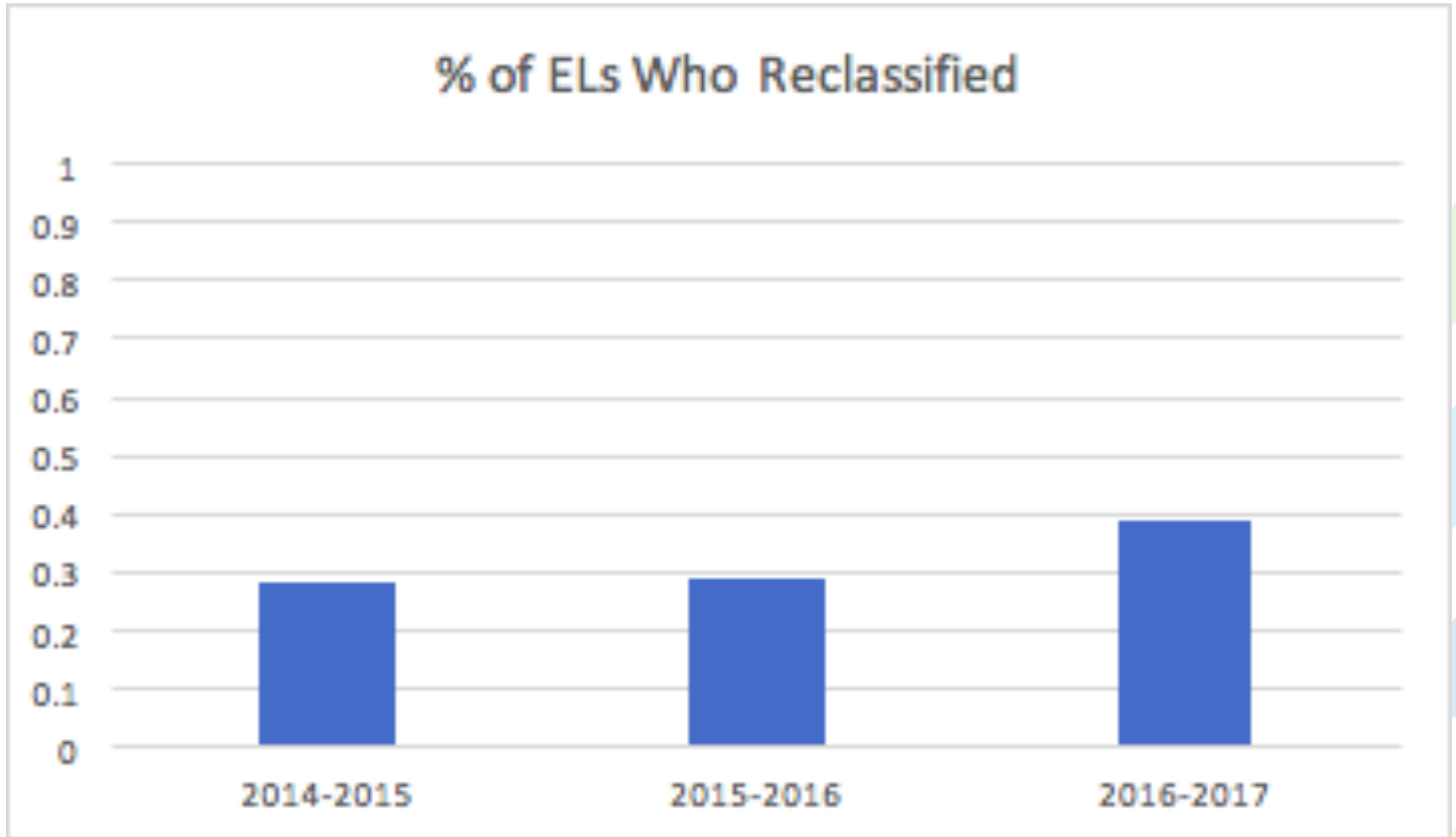
Closing the Achievement Gap

2017-18 Goal - By May 2018, the number of Long Term English Language Learners will be reduced by ten percent from 25 students to 22.

Key Strategy - Sheltered Instruction Observation Protocol (SIOP) and English Language Development (ELD) Instruction

| Key Actions | Expenditures |
|---|--|
| All teachers will be trained in SIOP and have professional development throughout the year and will be given feedback with observations and walkthroughs | Supported by district |
| ELD curriculum and support in Read 180 and English 3D to build literacy skills in English. English 3D used for SDC EL students. Bilingual aide supports Read 180. | \$30,000 |
| Skills Bootcamps: Analyze benchmark data to identify targeted groups of students nearly meeting fluency and creating focused skills “bootcamps” to practice pinpointed areas to help students reclassify from LTEL. | \$2000 |
| Sheltered classes to support ELD through the content of social studies Mountain View Whisman School District | Supported during the school day through regular staffing |

Reclassification



Human Capital

Trends

- All teachers have dedicated time for PLC meetings
- All teachers have been trained in SIOP
- Nine teachers were recommended for permanent status
- Teachers had mixed results in developing common assessments and using data to drive instruction

Human Capital

2016-17 Goal - By May 2017, Professional Learning Community (PLC) teams will meet regularly, develop norms and SMART goals, and identify key standards of learning, and use data to inform instructional decisions.

Met - Yes

Contributing Factors

- Group of teachers and principal attended summer training on PLC
- Provided ongoing professional development for teachers in PLC research, purpose, and the 4 steps of the PLC model during trimester
- Provided structured time for PLCs to meet throughout the year
- Teachers shared meeting agendas, minutes, and assessments

Human Capital

2017-18 Goal - Teachers will work in PLCs to develop common assessments and data-driven instruction. Teachers will attend six professional development trainings on SIOP and implement 4 key areas during the 2017-18 school year.

Key Strategy - Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year.

| Key Actions | Expenditures |
|--|---|
| Provide dedicated time for all staff to engage in PLC collaborative meetings | Supported through regular staff duties |
| Provide specific professional development opportunities for all staff | Supported by the district |
| Regular SIOP walkthroughs and feedback | Supported through regular administrative and instructional coach duties |

Attendance and Suspension

Attendance Rates

2014-15: 96.3%

2015-16: 97%

2016-17: 97.4%

Suspension Rates

2014-15: 10%

2015-16: 9%

2016-17: 7%

Inclusive and Supportive Culture

2016-17 Goal - Increase school connectedness

Met - Survey results show slight increase

- Where Everybody Belongs (WEB) program expanded leadership opportunities for 8th graders and activity opportunities for 6th graders
- Our overall suspension rates decreased as we expanded alternative consequences
- Created discipline committee, shared successful strategies, updated process for 2017-18 school year
- Share discipline data with staff regularly
- Encourage stronger school-home communication by teachers

Inclusive and Supportive Culture

2017-18 Goal - School suspensions for students with disabilities will be reduced by 10%

Key Strategy - Develop alternative disciplinary consequences and foster an inclusive and supportive culture.

| Key Actions | Expenditures |
|--|-------------------------------------|
| Explore alternatives to suspensions with training in restorative practices and building community service models | \$7500 |
| Guidance counseling program will create a multi-tiered system of support and intervention for academic and emotional well-being | Supported through district staffing |
| Offer diverse, high-quality clubs, athletics, performing arts and other extracurricular activities including 8th period Musical Theater elective | \$85,000 |
| WEB mentors will meet with 6th graders throughout the year and create leadership opportunities for 8th graders | \$1,000 |

Questions?

