



Mountain View
Whisman
School District

Landels Site Plan

Steve Chesley, Principal

November 2017





Mountain View
Whisman
School District

The story of Landels

Demographics

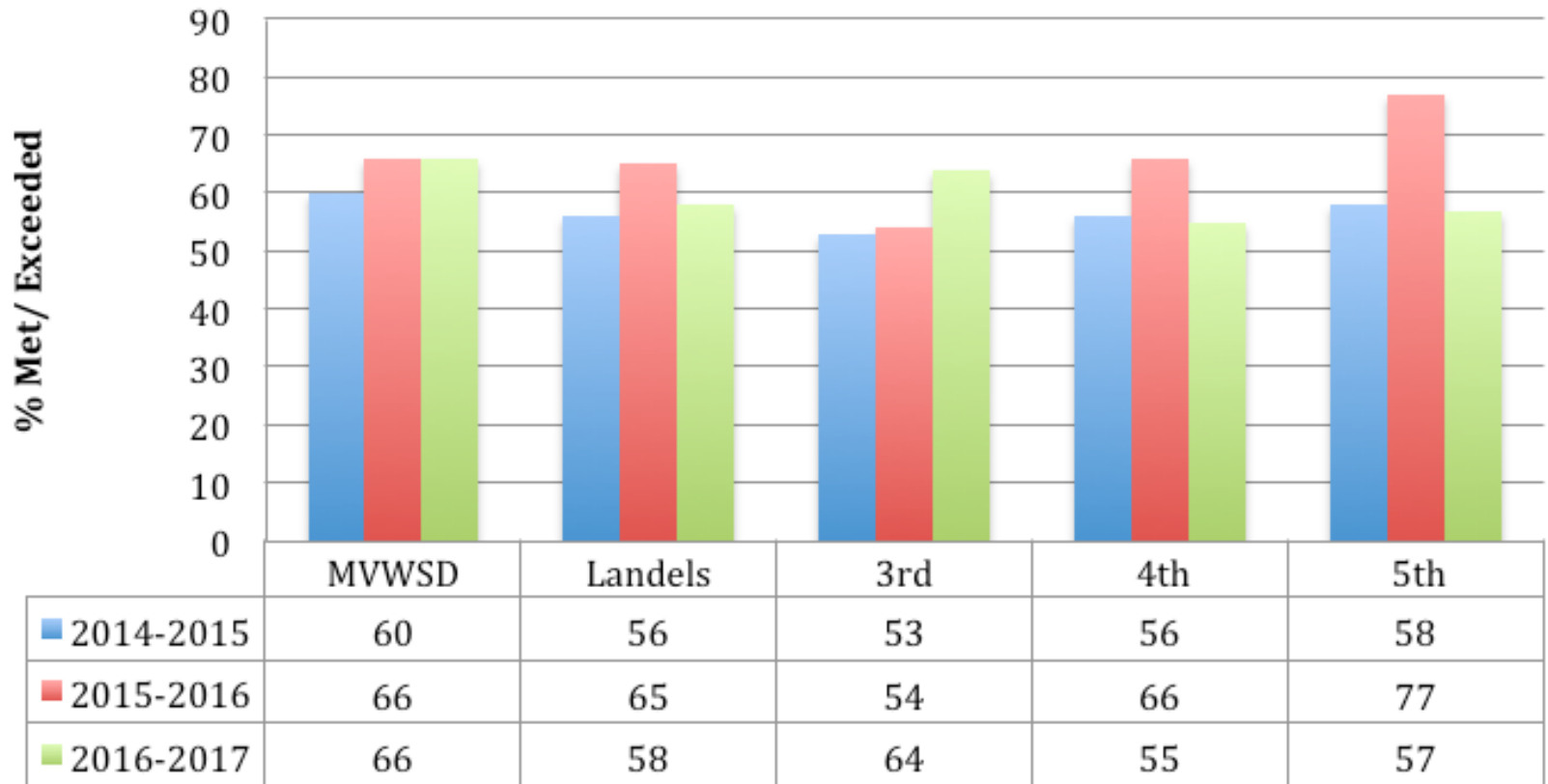
School Year	2014/2015	2015/2016	2016-2017
Enrollment	538	541	567
Asian	13.2% (71)	15.2% (82)	15.8% (90)
Hispanic/Latino	41.4% (223)	36% (195)	34% (193)
White	28.8% (155)	31.8% (172)	32.2% (186)
Students with Disabilities	11.5% (62)	11.3% (61)	11.6% (66)
English Language Learners	40.5% (218)	32.5% (176)	31.2% (177)
Socio-Economically Disadvantaged	35.3% (190)	29.6% (160)	27.5% (156)

Landels Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	39%	34%	30%
Reclassified Fluent English Proficient*	13%	14%	16%
SocioEconomically Disadvantaged	42%	41%	39%
Students with Disabilities	11%	15%	16%
White	24%	25%	29%
Asian	17%	17%	13%
Hispanic/Latino	46%	44%	44%
Total Enrollment	270	254	255

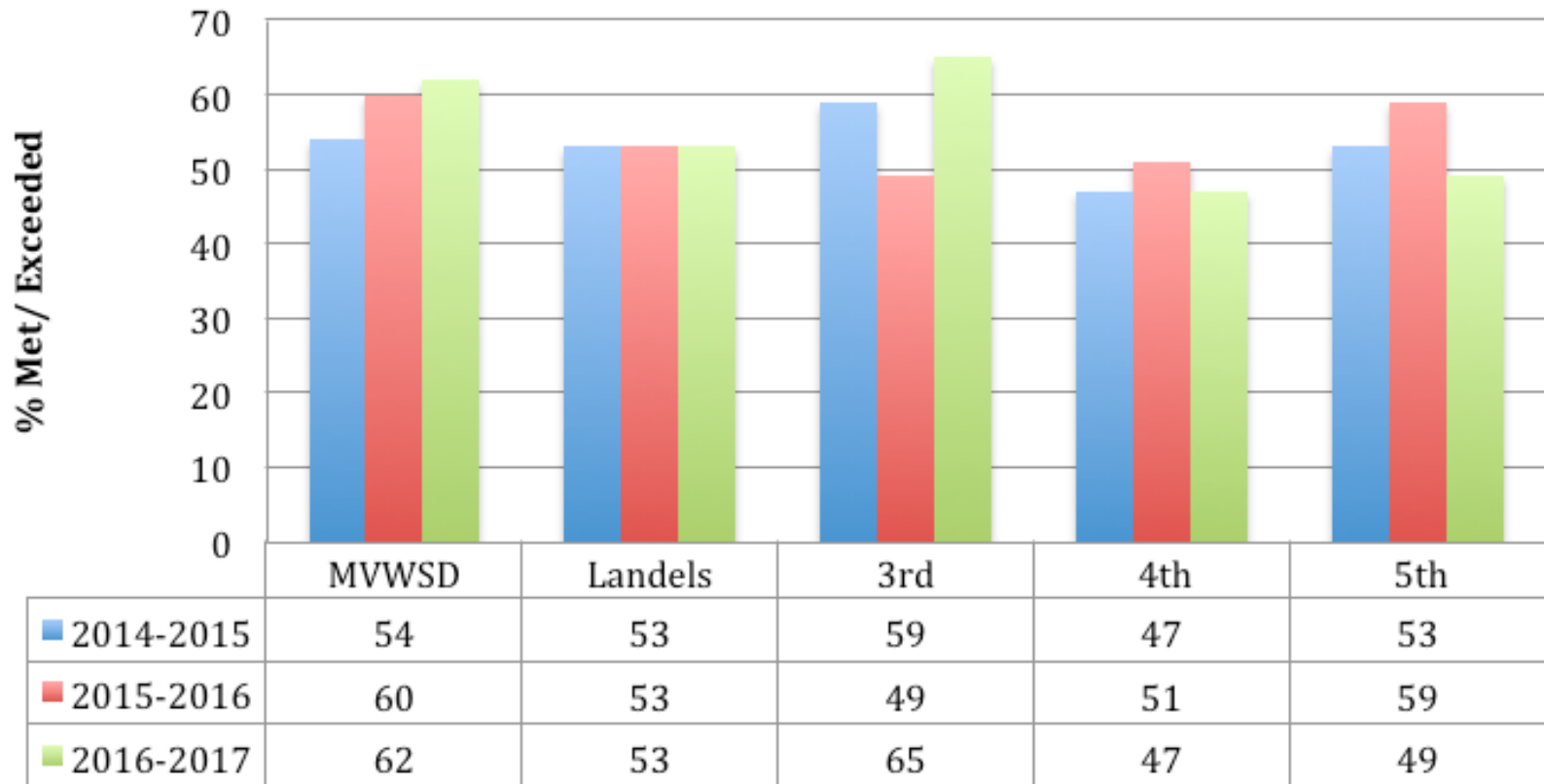
CAASPP - ELA by grade level

ELA Grade Level Data



CAASPP - Math by grade level

Math Grade Level Data



Academic Achievement

ELA Trends

- Overall gains from last year are gone
- 3rd Grade up 10 percentage points
- 4th grade gains from last year are gone
- 5th grade down 20 percentage points
- Decrease in DF3

Academic Achievement - ELA

2016-17 Goal: By June 2017, there will be a 3.5 percentage point increase (from 65% - 68.5%) in the number of students meeting or exceeding in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

Not Met= 58%

Contributing Factors:

- New Curriculum
- Pacing
- Lack of Formative Assessments
- Writing
- Not using the Benchmark Advance Curriculum Assessments (Rigor)

Academic Achievement - ELA

2017-18 Goal: By June 2018, there will be a 4.2% percentage point increase (from 58%-62.2%) in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

Key Strategy: To implement Benchmark Advance curriculum.

Key Actions	Expenditures
Use our District pacing guides to support successful implementation of Benchmark Advance	No expenditures, part of regular staff responsibilities.
Use Formative Assessments provided by Benchmark Advance to create Inquiry Cycles (Assessment Data-Identify Target Skills-Supports and Resources- Assessment)	No expenditures, part of regular staff responsibilities.
Use the embedded “practice and support” from Benchmark Advance to address student needs	No expenditures, part of regular staff responsibilities.
Instructional Coaching support for Professional Learning and Resources	No expenditures, part of regular staff responsibilities.

Academic Achievement

Math Trends

- Overall data is flat at 53%
- 3rd grade drop in 14-15 and now a 16 percentage point increase
- 4th grade made small gains in 15-16 and now is back to the score from 14-15
- 5th grade is down 10 percentage points
- Slight decrease DF3

Academic Achievement - Math

2016-17 Goal: By June 2017, there will be a 4.7 percentage point increase (from 53% - 57.7%) in the number of students meeting or exceeding in Math as measured by District Assessments (K-2) and CAASPP (3-5).

Not Met: 53%

Contributing Factors:

- Pacing
- Professional Learning focused on ELA
- Not using Eureka Math Assessments (Rigor)
- Students not being able to access the language rich curriculum

Academic Achievement - Math

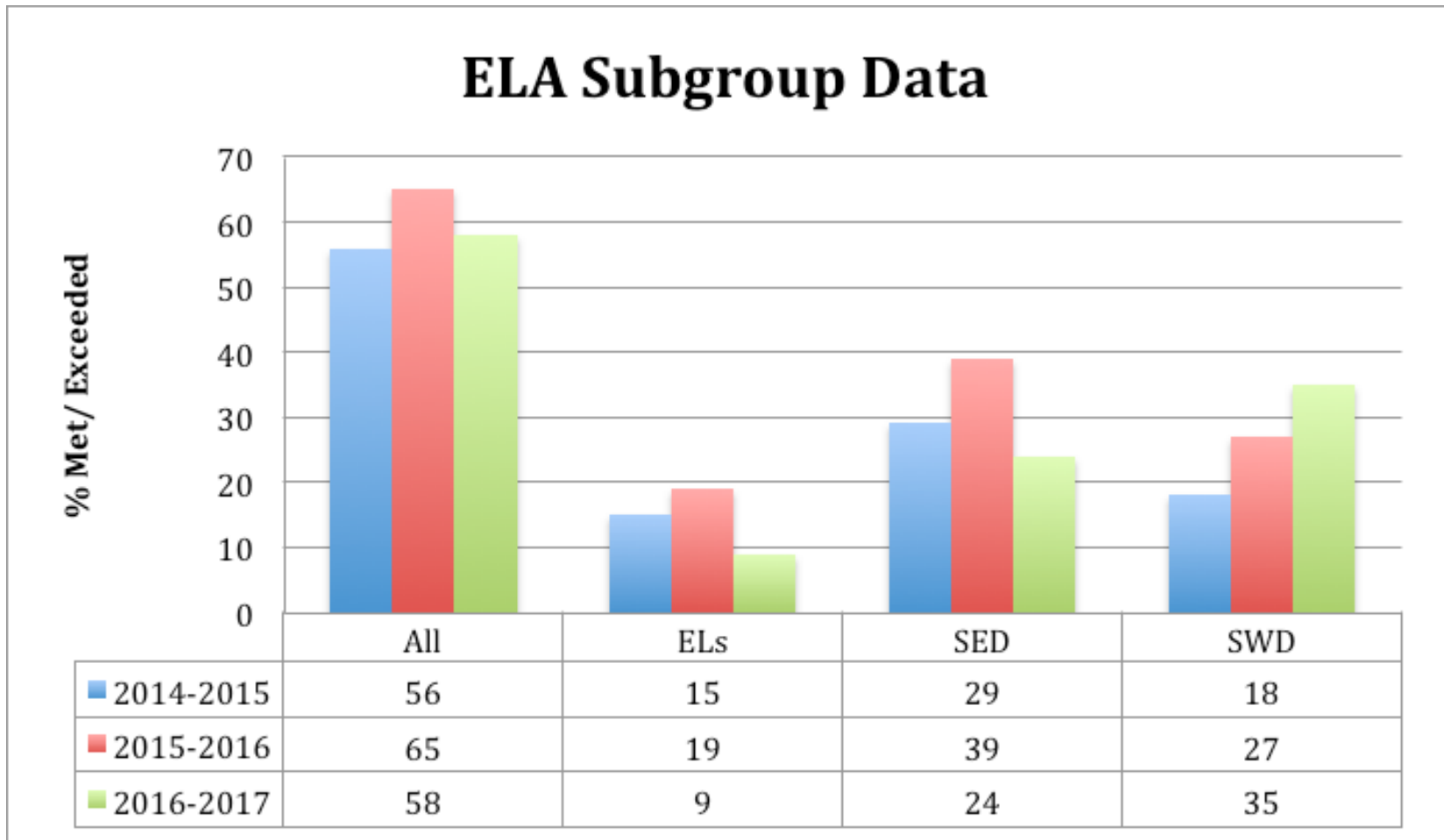
2017-18 Goal: By June 2018, there will be a 4.7 percentage point increase (from 53-57.7) in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).

Key Strategy: Utilize SIOP Components and Features to support student learning and understanding of Eureka Math concepts.

Key Actions	Expenditures
Use our District pacing guides to support successful implementation of Eureka Math	No expenditures, part of regular staff responsibilities.
Use Debriefs to have students discuss and explain if they met the Content and Language Objectives	No expenditures, part of regular staff responsibilities.
SIOP Content and Language Objectives/ Meaningful Activities/ Links Explicitly Made/ Key Vocabulary	No expenditures, part of regular staff responsibilities.
Instructional Coach support for Professional Learning and Resources	No expenditures, part of regular staff responsibilities.

CAASPP - ELA by Subgroup

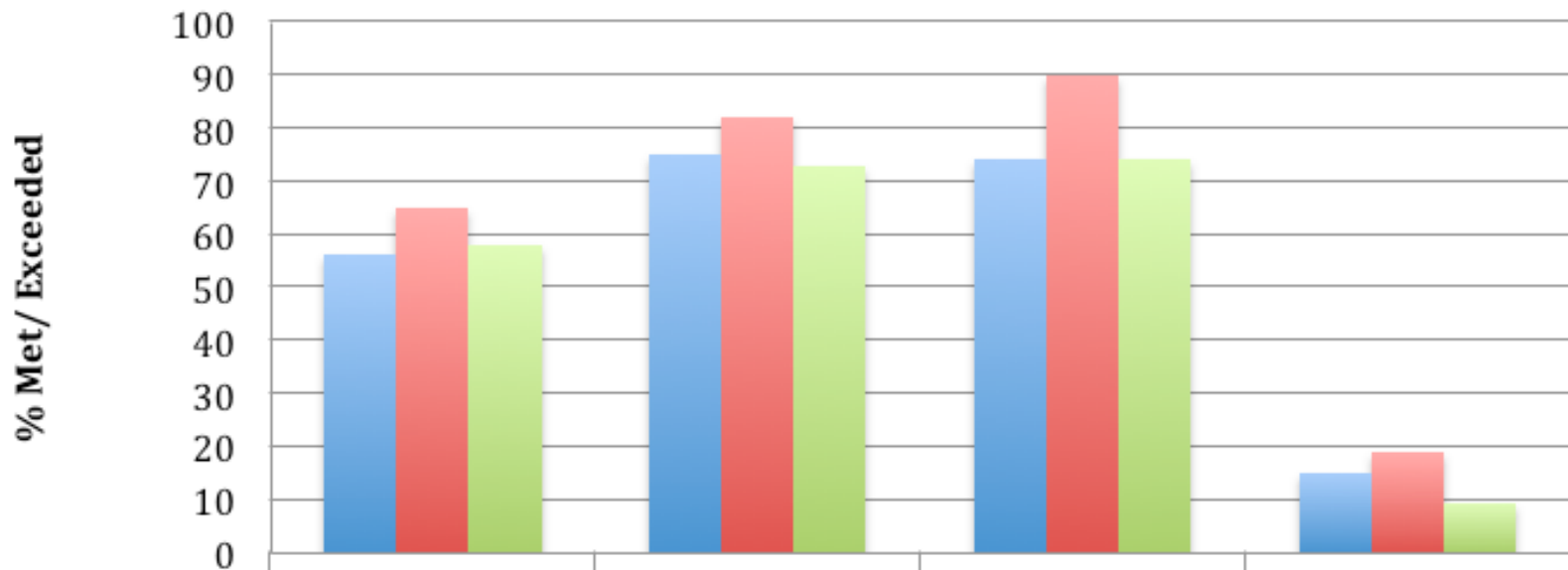
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)

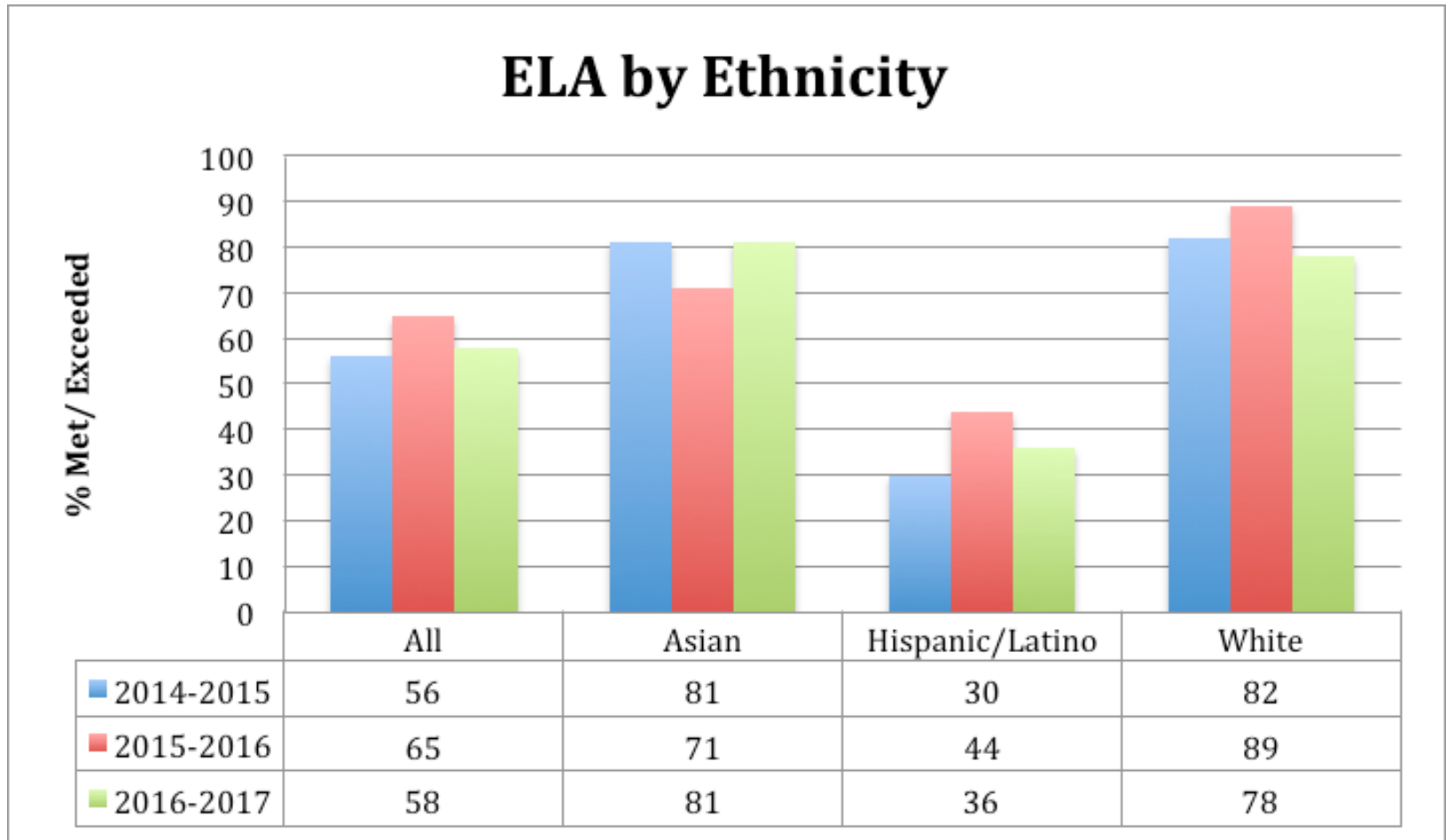
ELA by English Learner Status



	All	EO	RFEP	EL
■ 2014-2015	56	75	74	15
■ 2015-2016	65	82	90	19
■ 2016-2017	58	73	74	9

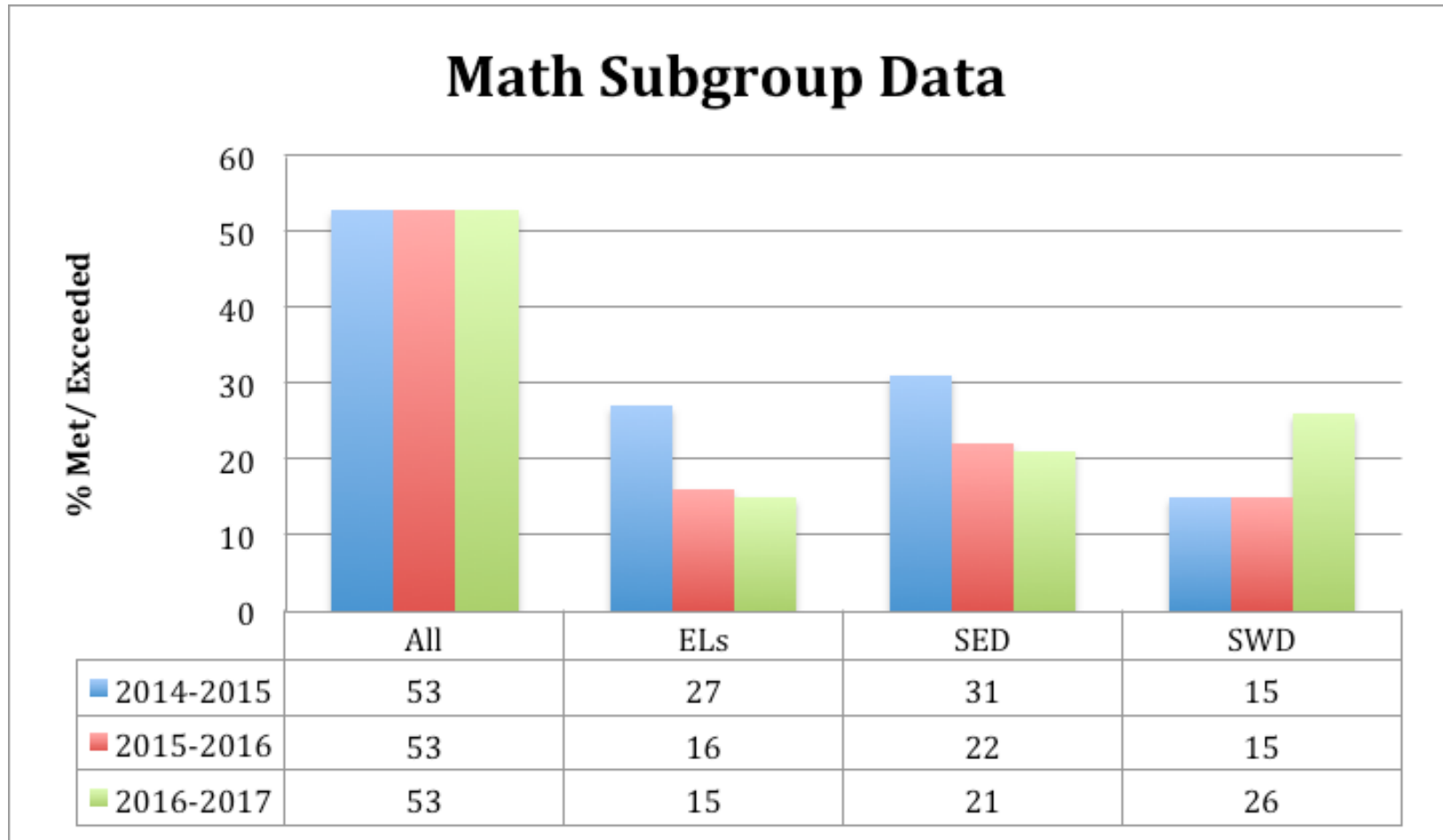
CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)



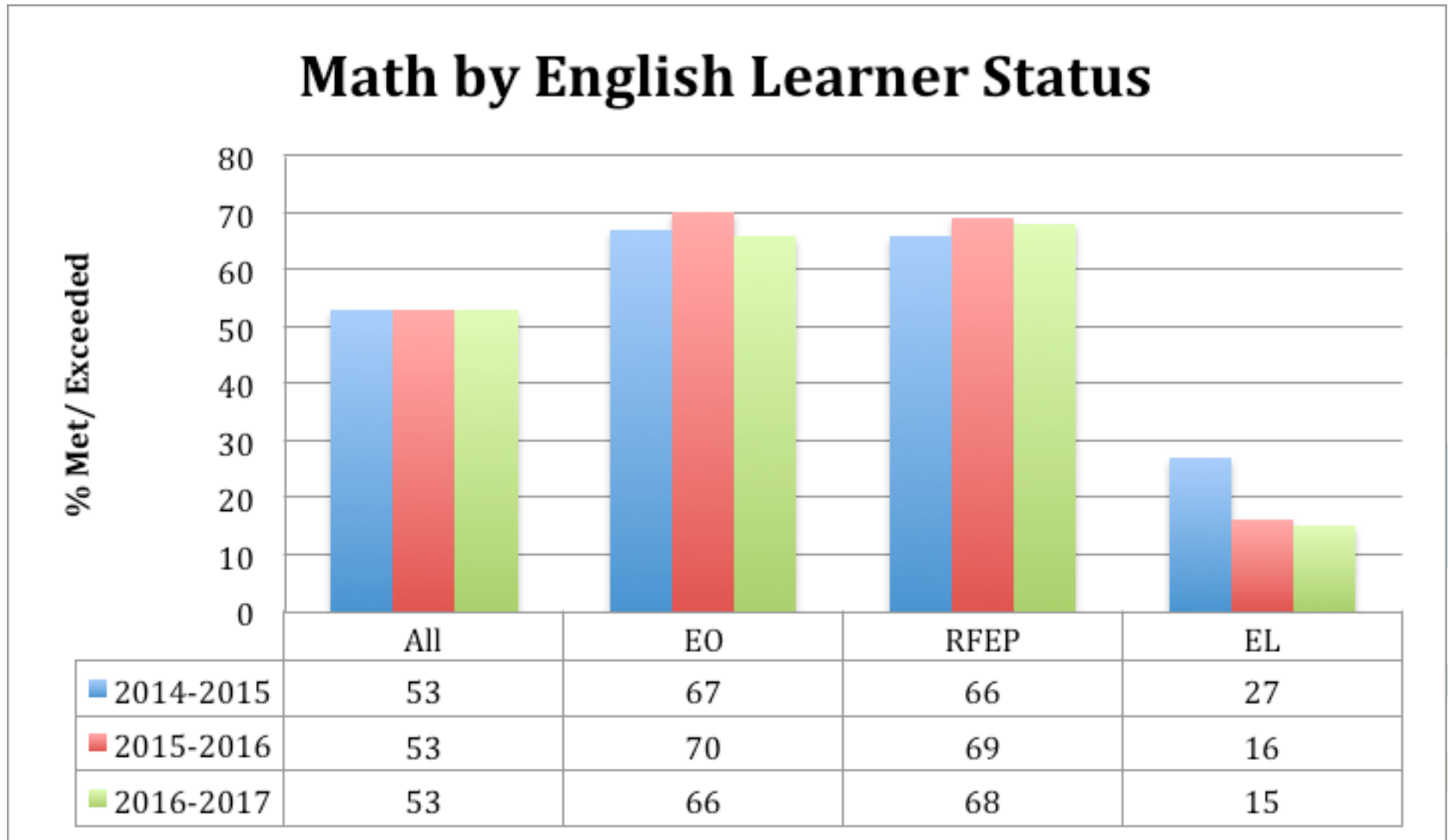
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



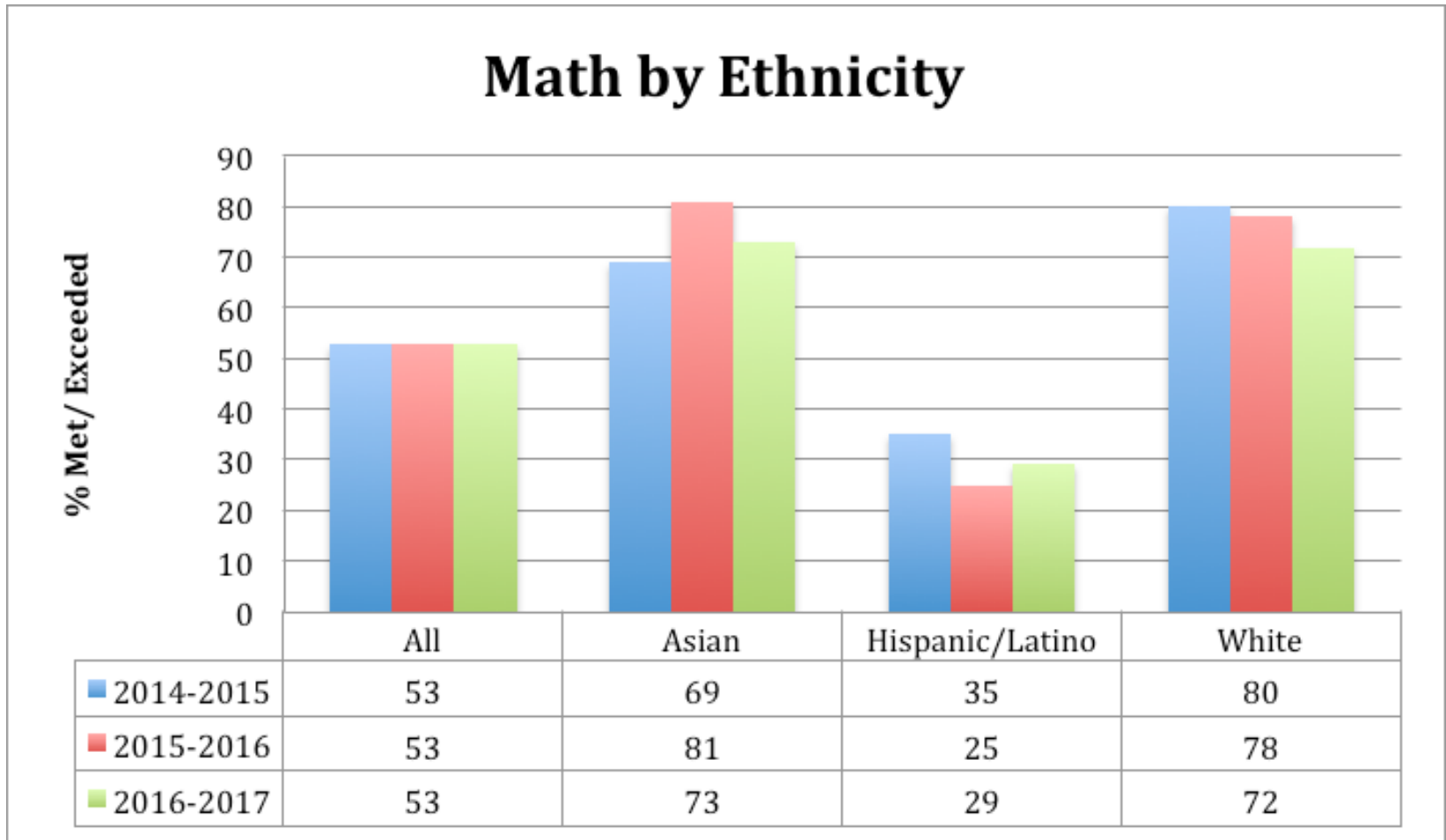
CAASPP - Math by English Learner Status

(EO, RFEP, EL, LTEL)



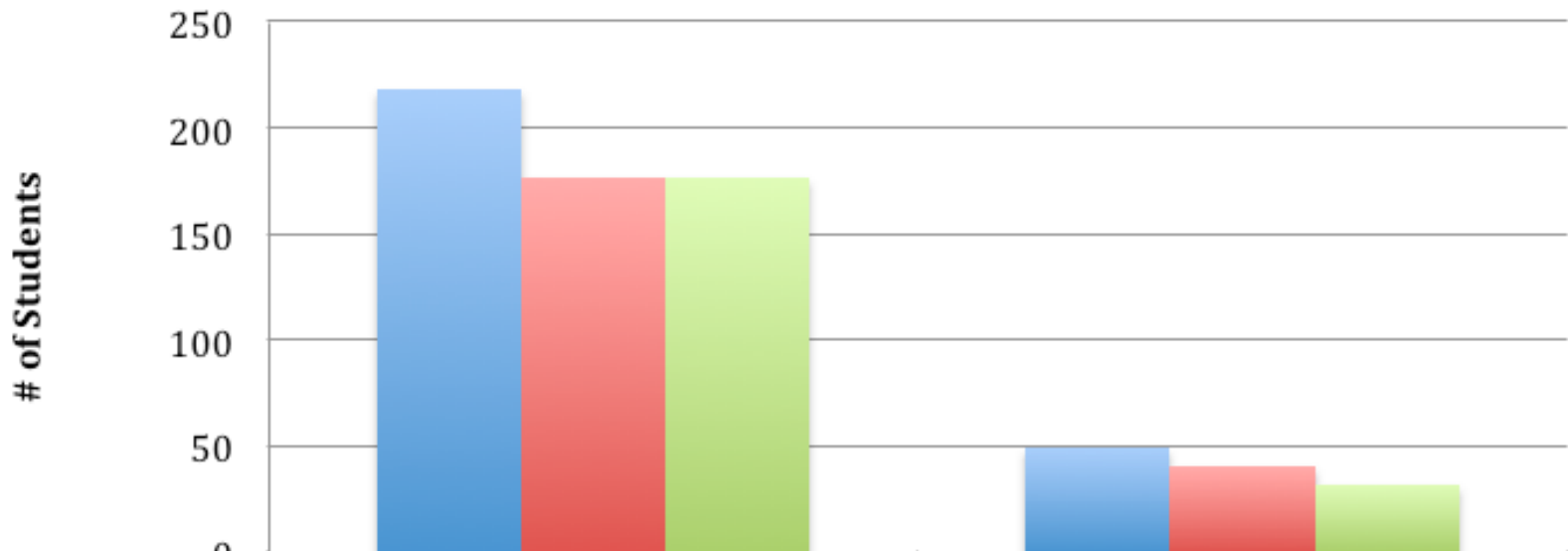
CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)



Reclassification

Reclassification Data



	# of EL's	# Reclassified
2014-2015	218	49
2015-2016	176	41
2016-2017	177	32

Closing the Achievement Gap

Subgroup Trends

ELA

- EL students are lowest performing subgroup
- EL students are 49% lower than All students
- SWD students went up 8%
- SED students went down 18%
- RFEP students are outperforming EO students
- Asian students are outperforming White students

Math

- EL students are 39% lower than All students
- EL students are only at 14% met/ exceeded
- SWD went up 11%
- SED students stayed flat
- RFEP students are outperforming EO students
- Asian students are outperforming White students

Closing the Achievement Gap

2016-17 Goal: By June 2017, there will be a 8.1% percentage point increase (from 19% - 27.1%) in the number of EL students meeting or exceeding in ELA as measured by District Assessments (K-2) and CAASPP (3-5). By June 2017, there will be a 8.4% percentage point increase (from 16% - 24.4%) in the number of EL students meeting or exceeding in Math as measured by District Assessments (K-2) and CAASPP (3-5).

Not Met: ELA- 9% Math- 14%

Contributing Factors:

- Do not focus on Language during ELA and Math
- ELA and Math CAASPP are very rigorous- EL students need to be prepared for this level
- New ELA Curriculum

Closing the Achievement Gap

2017-18 Goal: By June 2018, we will reduce the number of “At-Risk” English Language Learners from 25 students to 22 students as measured by California “At-Risk” criteria.

Key Strategy: Implementation of SIOP

Key Actions	Expenditures
SIOP Implementation Plan (Components and Features)	No expenditures, part of regular staff responsibilities.
Identify and target our “At-Risk” English Language Learners with continuous progress monitoring	No expenditures, part of regular staff responsibilities.
Newcomer class	No expenditures, part of regular staff responsibilities.
Intervention Teacher(s)- initial groupings, professional learning, grade level collaboration planning, small group instruction.	TSSP 214 (\$77,148)
Instructional Coach to support all aspects of SIOP implementation	No expenditures, part of regular staff responsibilities.

Human Capital

Trends

- Grade levels are using Literably data for Rtl decisions
- Collaboration on Thursdays with a focus on Rtl
- Need more data points to truly impact student learning
- Teachers need to learn from each other
- Increase accountability

Human Capital

2016-17 Goal: By June 2017, staff will show evidence of growth as measured by the difference between a pre- and post-assessment of the characteristics of a PLC.

Not Met

Contributing Factors:

- I did not plan enough time to learn about Professional Learning Communities
- We need to be more intentional when using data
- Used Inquiry Cycle only during staff meetings
- Use of data needs to carry over into all aspects of planning

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.

Key Strategy: Landels teachers will develop a research based learning walk protocol.

Key Actions	Expenditures
Learning Walks- Book Study	No expenditures, part of regular staff responsibilities.
Continue Response to Instruction	No expenditures, part of regular staff responsibilities.
Collaboration meetings focused on Response to Instruction data (Literably, iReady, and SBAC)	TSSP 214 (\$20,400)

Attendance and Suspension

Attendance '16-'17

- 95.83%

Attendance '15-'16

- 96.34%

Suspensions '16-'17:

- 5 total
- 4- EO and 1 RFEP
- 4- SWD
- 3- SED

Inclusive and Supportive Culture

2016-17 Goal: By June 2017, we will increase the Average Attendance from 23 to 33 parents of EL's and SED students at educational and other school events. By June 2017, we will increase our attendance rate to 97% as measured by school and attendance data. By June 2017, we will have a positive sense of community and climate as measured by survey results.

Met? Yes, No (95.83%), No

Contributing Factors:

- Followed our Districts SART process (sent letters and met with parents)
- Tried to increase our methods of communication. (handing out fliers in the parking lot)
- Did not have survey results to analyze

Inclusive and Supportive Culture

2017-18 Goal: By June 2018, we will maintain the Average Attendance of 35 parents of EL's and 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.

Key Strategy: Community Engagement Facilitator, Increase Attendance Rate, School Wide Sense of Positive Climate and Inclusivity

Key Actions	Expenditures
Growth Mindset- Book Study with “Mantra of the Month” and lesson plans	No expenditures, part of regular staff responsibilities.
Continue Project Cornerstone, ROARS, Landels Enrichment Activities Program (LEAP)	After School Enrichment 235 (\$5,630)
Implement “giving back” strategies to reduce the number of suspensions	No expenditures, part of regular staff responsibilities.
Mountain View Whisman School District	

Questions?

