



Mountain View  
Whisman  
School District

# Monta Loma Site Plan

**Gloria Higgins, Principal**

November 2017





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Whisman  
School District

# The Story of Monta Loma

# Demographics

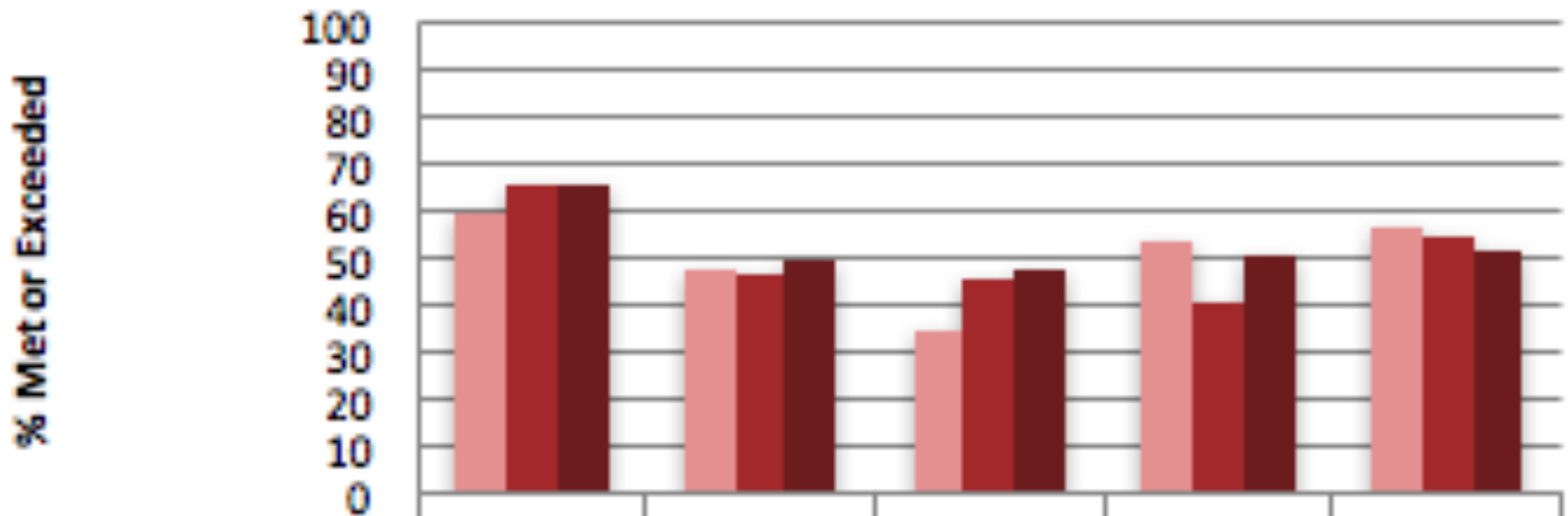
School Year	2013-14	2014-15	2015-16	2016-17
Enrollment	485	472	482	463
Asian	5.2%	5.5%	5.6%	7.1%
African American	3.3%	3.4%	1.9%	1.3%
Filipino	3.9%	4.0%	4.4%	6.3%
Hispanic/Latino	51.3%	48.9%	48.3%	45.6%
White	27.4%	29.2%	27.4%	29.8%
SWD	12%	11.8%	9%	8%
ELL	40.4%	35.2%	33%	32%
RFEP	-	8%	6%	6%
ELLs who speak Spanish	82.1%	80.2%	77%	75%
SED	53%	48.7%	45.6%	43%

# Monta Loma Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	37%	31%	28%
Reclassified Fluent English Proficient*	14%	11%	12%
SocioEconomically Disadvantaged	53%	47%	45%
Students with Disabilities	17%	12%	11%
White	28%	28%	28%
Asian	9%	9%	5%
Hispanic/Latino	54%	50%	48%
Total Enrollment	245	255	225

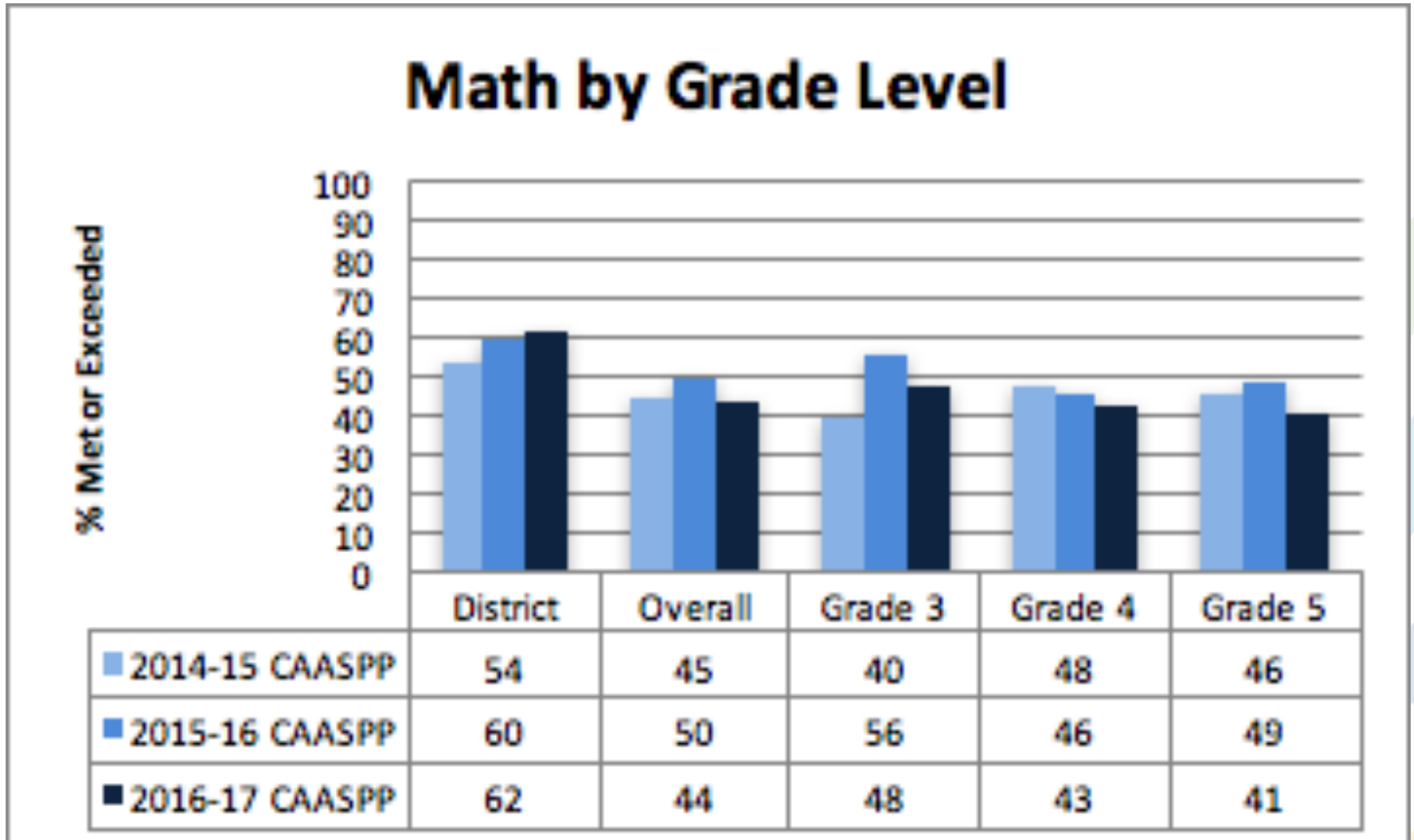
# CAASPP - ELA by grade level

## ELA by Grade Level



	District	Overall	Grade 3	Grade 4	Grade 5
2014-15 CAASPP	60	48	35	54	57
2015-16 CAASPP	66	47	46	41	55
2016-17 CAASPP	66	50	48	51	52

# CAASPP - Math by grade level



# Academic Achievement

## Overall School and Grade Level Data Trends

In ELA we saw a small gain of 3 percentage points as a school with 50% of students meeting or exceeding standards.

- 3rd and 4th grade showed growth with 4th showing a 10 percentage point gain.
- 5th grade declined slightly by 3 percentage points. They had highest percentage of students meeting/exceeding standard at 52%
- Cohort data shows a three year trend of growth with a gain of 17 percentage points for 3rd graders in 14/15 and 5th graders in 16/17.

In Math we saw a decline by 6 percentage points as a school with 44% of students meeting or exceeding standards.

- 3rd, 4th, and 5th grade all showed declines between 3 and 8 percentage points. 4th grade declined for the second year in a row.
- 3rd grade had the highest percentage of students meeting or exceeding standard at 48%
- Cohort data shows a three year trend of slight growth with a gain of 2 percentage points for students in 3rd grade in 14/15 and 5th grade in 16/17.

# Academic Achievement - ELA

2016-17 Goal - Increase from 47% to 53% met/exceeded

Met? - No - Growth of 3 points

Contributing factors could include...

- Full implementation of Response to Instruction (RtI)
- New curriculum
- Lack of pacing guides
  - Reluctance to trust curriculum pacing/spiraling
- Turnover of students and instructional staff
  - New staff-1st year principal, one third of teachers in first two years,



# Academic Achievement - ELA

2017-18 Goal - Increase from 50% to 55% met/exceeded

Key Strategies - Response to Instruction (Rtl), Professional Learning Community (PLC) Practices, Consistent use of Curriculum

Key Actions	Expenditures
Rtl teachers and IAs (.25 teacher and 25 hours/week of IAs)	\$94000
PLC professional learning (3 days). Ongoing PLC professional learning in staff meetings.	Purchased last year
Identify Guaranteed and Viable Curriculum/Essential Standards	No Expenditure, part of regular staff duty.
Ongoing Progress Monitoring including Common Formative Assessments (CFAs) and release day for KidTalk	\$500 for subs
Monthly observation and feedback on instruction.	No Expenditure, part of regular staff duty.

# Academic Achievement - Math

2016-17 Goal - Increase from 50% to 55% met/exceeded

Met? - No - Decreased by 6 percentage points.

## Contributing Factors

- Primary focus on English Language Arts (ELA), Sheltered Instruction Observation Protocol (SIOP) and RtI
  - Master schedule
- Insufficient monitoring and feedback on math instruction.
- Pacing still a challenge.
- Limited instructional capacity and confidence in Math
  - Standards, progression, impact
- Turnover of students and instructional staff
  - New staff-1st year principal, one third of teachers in first two years,

# Academic Achievement - Math

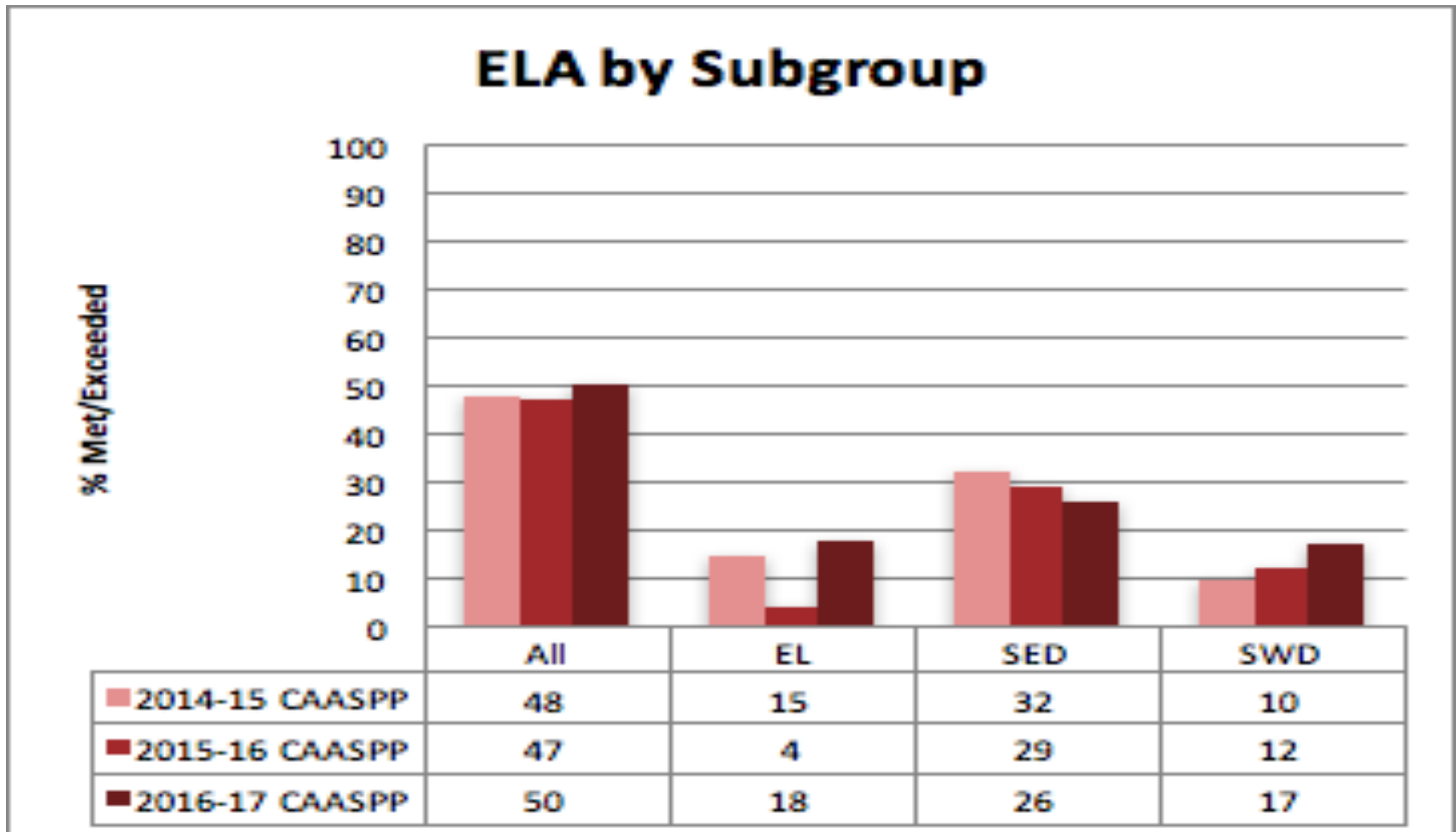
2017-18 Goal - Increase from 44% to 50% met/exceeded

Key Strategies - PLC Practices, Small Group Instruction and Intervention

Key Actions	Expenditures
Ongoing PLC professional learning in staff meetings.	No Expenditure, part of regular staff duty.
Identify Guaranteed and Viable Curriculum/Essential Standards	No Expenditure, part of regular staff duty.
Ongoing Progress Monitoring including Common Formative Assessments (CFAs), KidTalk, and Data Protocol	\$500 for subs
Instructional Technology and Blended Learning Structures to support small group instruction.	Purchased last year
Math Intervention/Extension	As part of Rtl plan
Monthly observation and feedback on instruction.	No Expenditure, part of regular staff duty.
Develop math capacity and confidence among instructional staff.	District funded

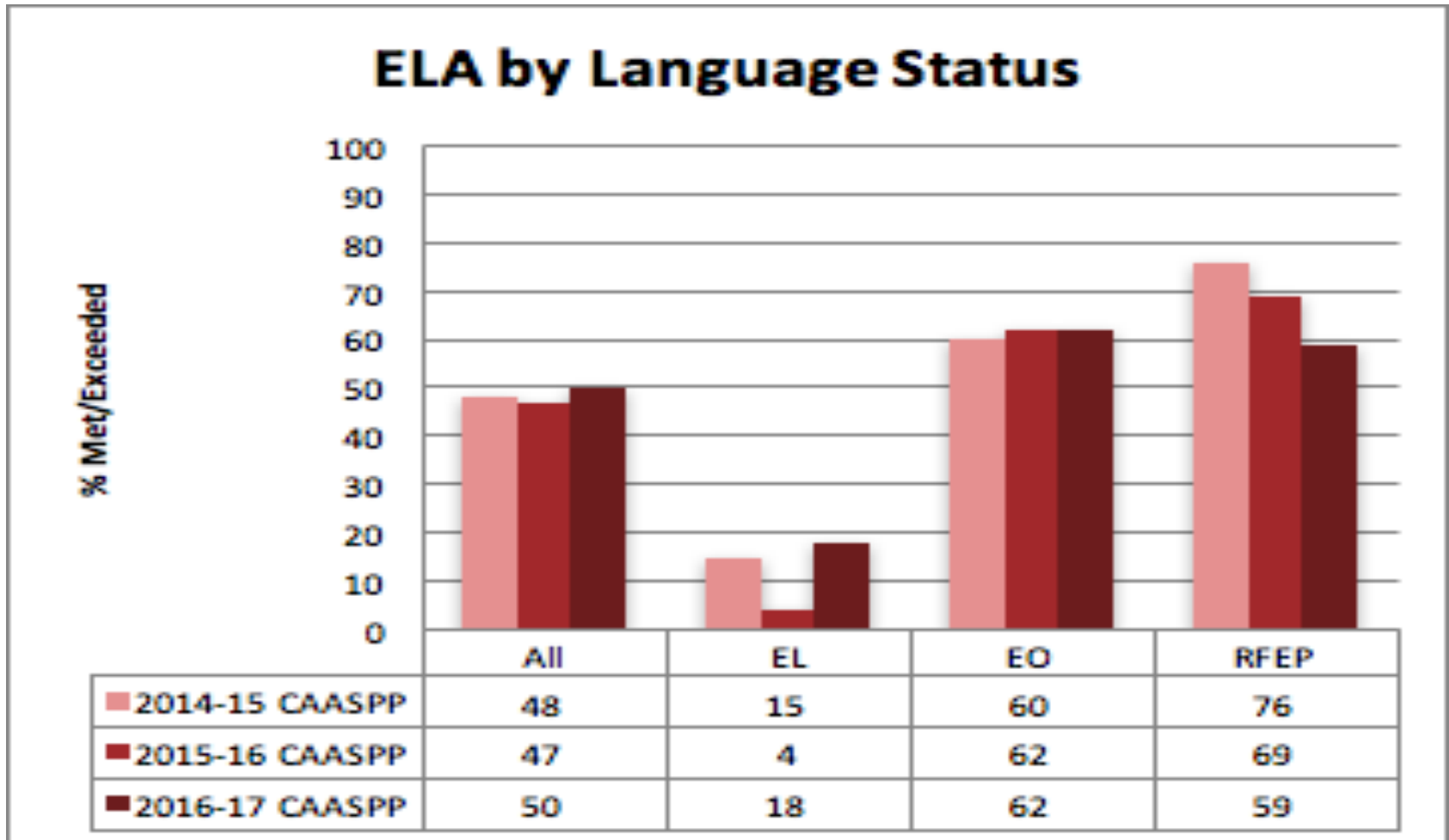
# CAASPP - ELA by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



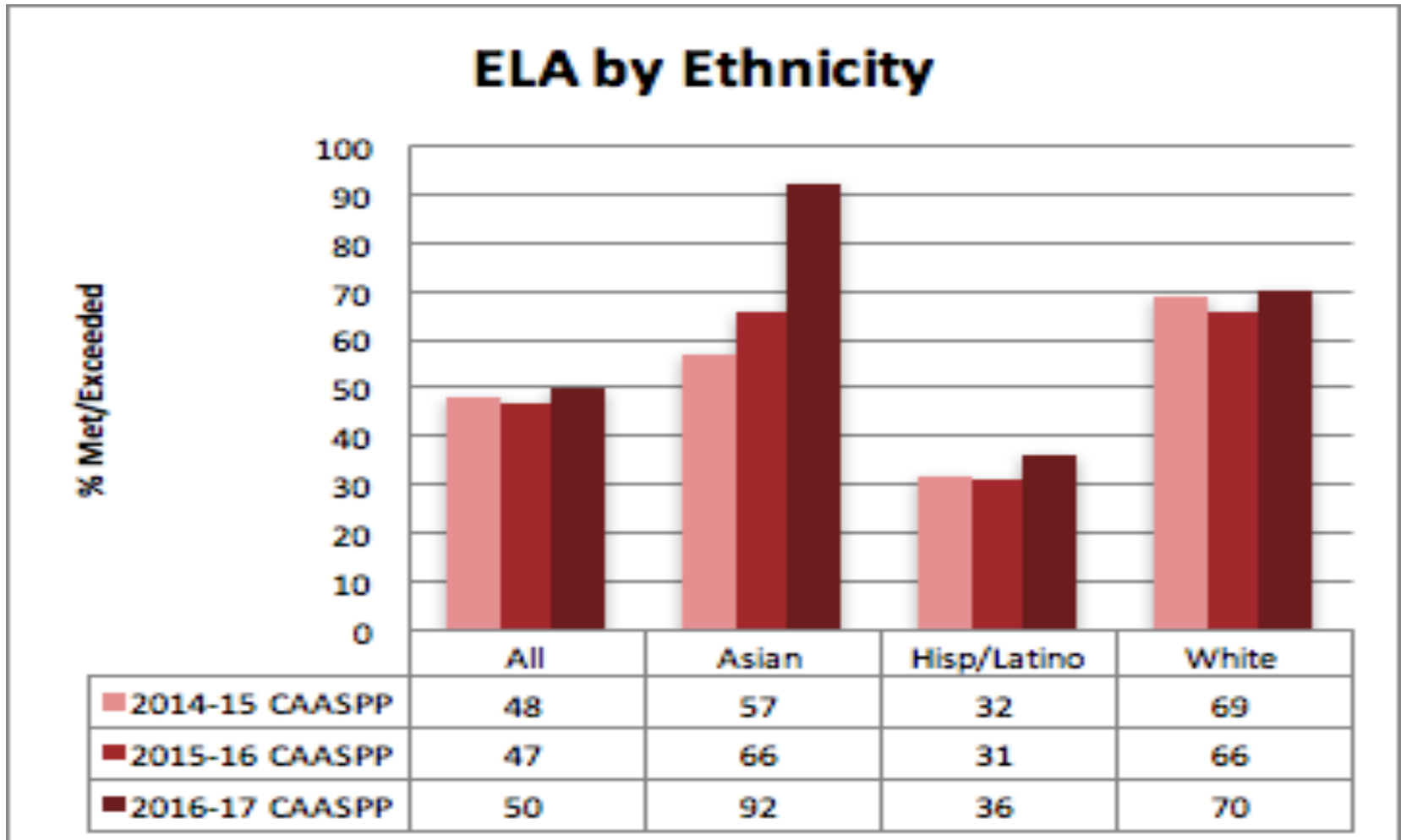
# CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)



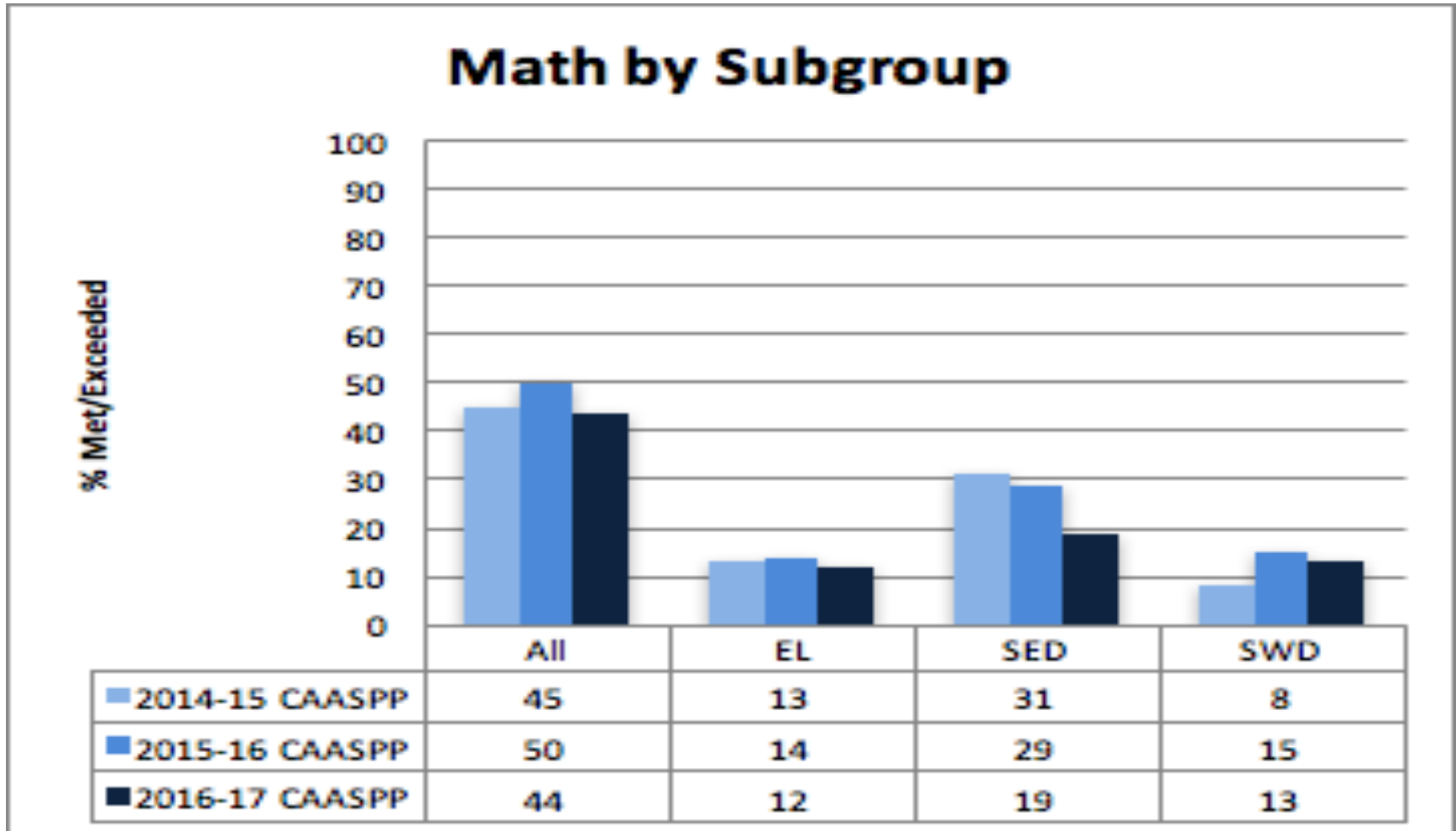
# CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)



# CAASPP - Math by Subgroup

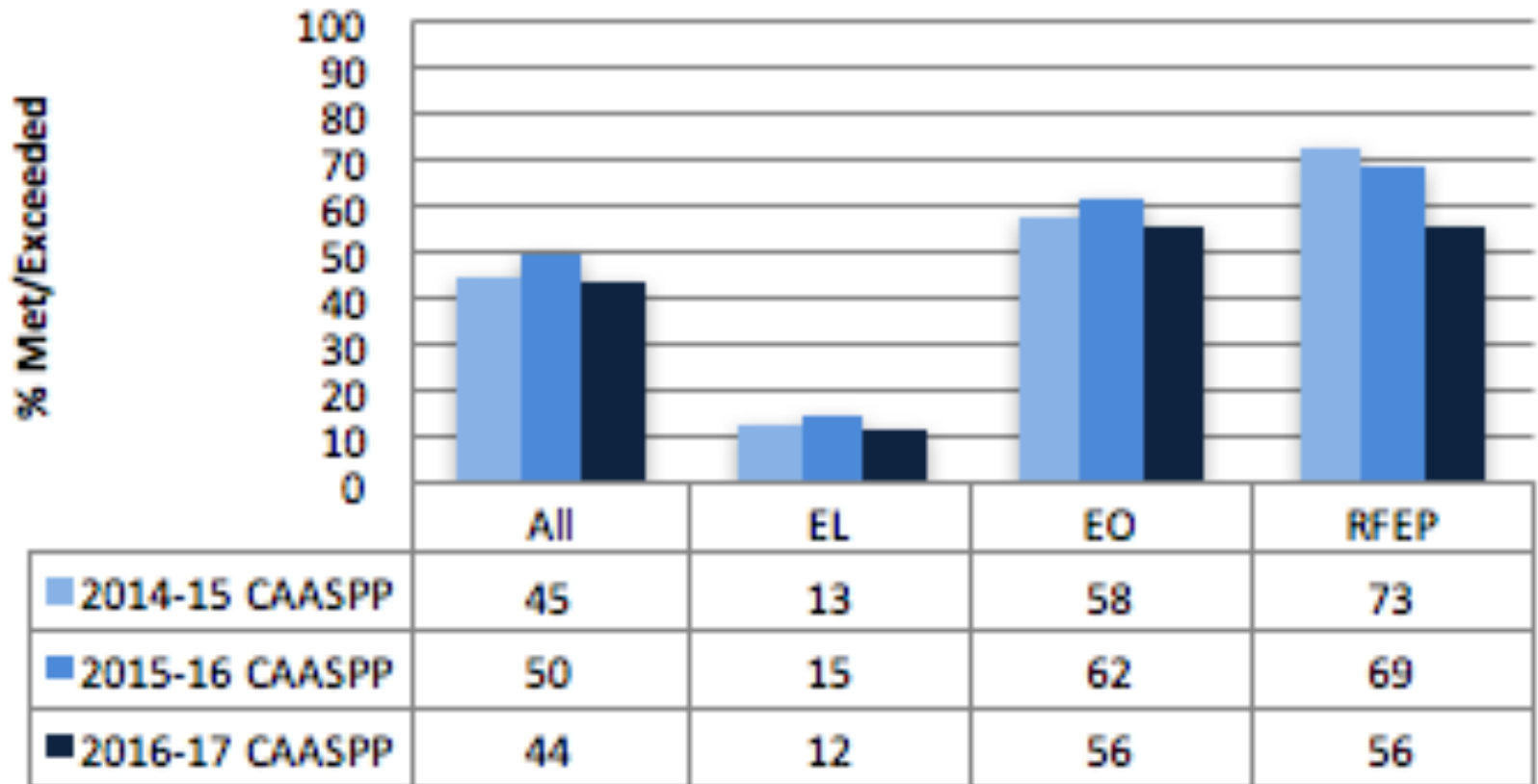
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



# CAASPP - Math by English Learner Status

(EO, RFEP, EL)

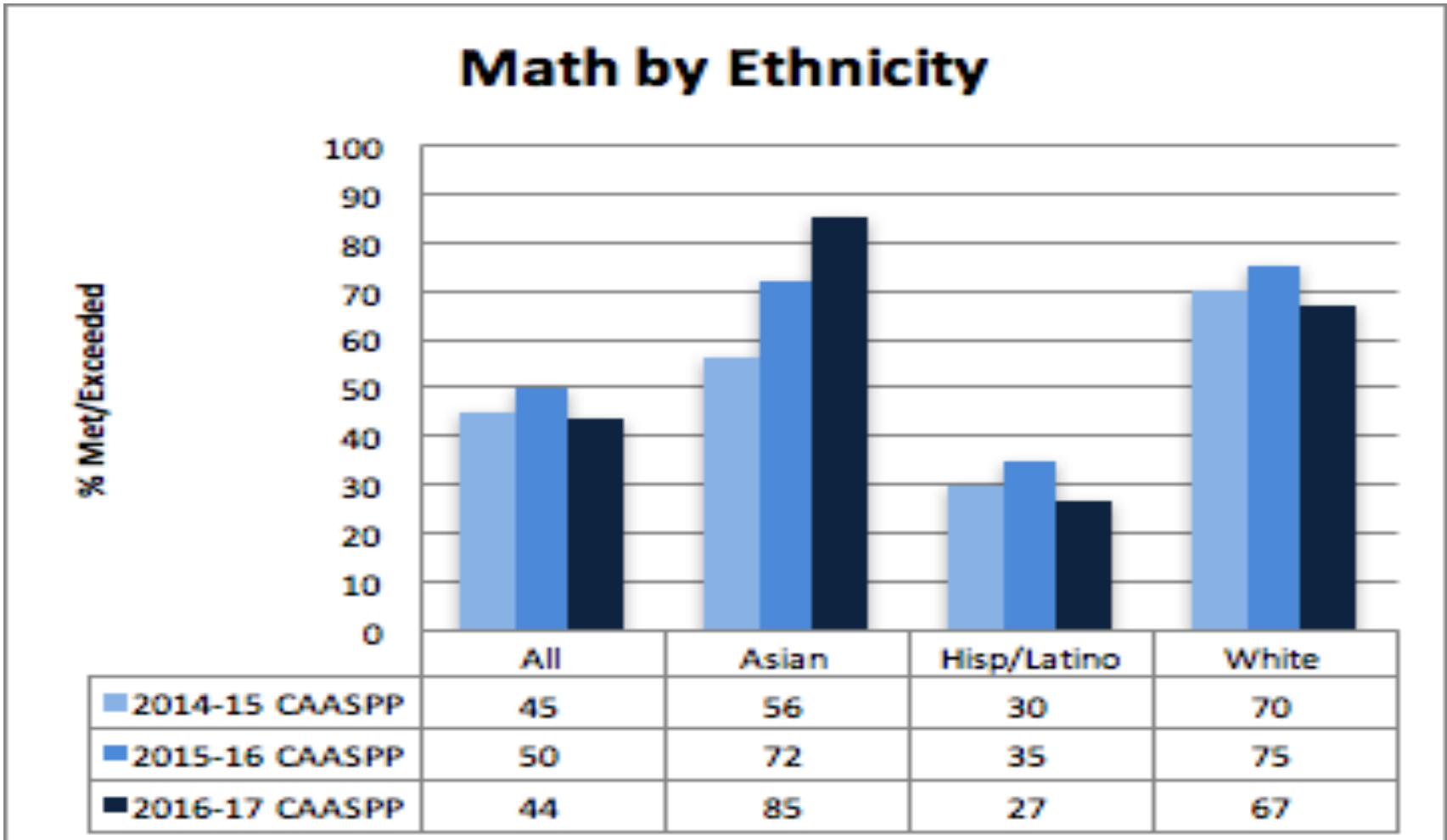
## Math by Language Status



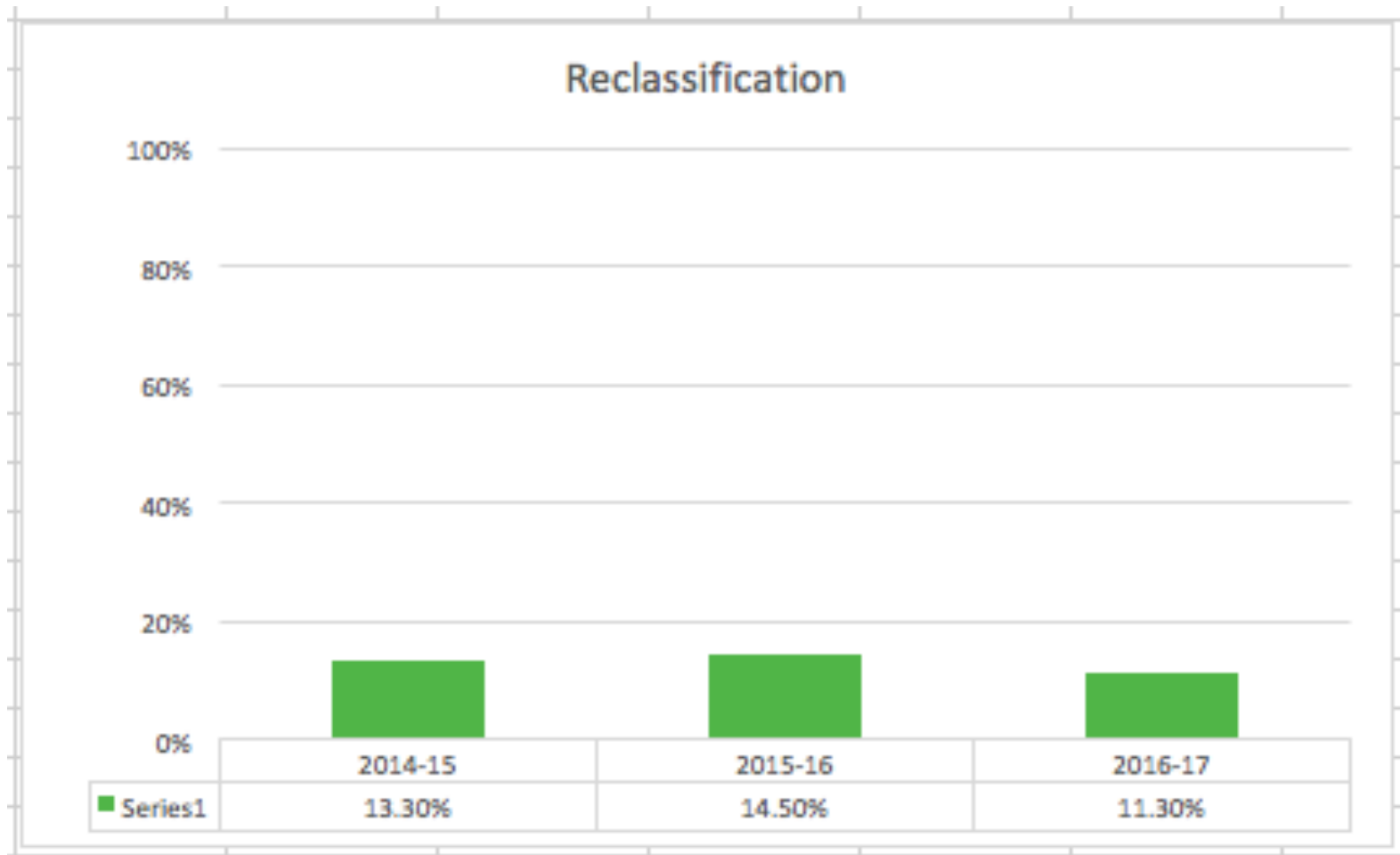


# CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)



# Reclassification



# Closing the Achievement Gap

## Subgroup Trends

### Language:

- English Learners made gains in ELA from 4% to 18% meeting/exceeding standards. They declined slightly in math from 14% to 12%.
- RFEF students showed decreases in both ELA and Math. One or two students may have a big impact on percentages.

### Ethnicity

- The three largest ethnicity subgroups (Hispanic/Latino, White, and Asian) showed increases in ELA. The Asian subgroup also made gains in Math, while the Hispanic/Latino and White subgroups declined. One or two students may have a big impact on percentages for the Asian subgroup.

### SocioEconomically Disadvantaged (SED) / Students with Disabilities (SWD)

- Students with disabilities showed growth in ELA and decline in Math
- Students of low socioeconomic conditions showed decline in ELA and Math

# Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 4% to 14% in ELA and from 14% to 23% in math.

Met? - ELA-Yes. The percentage of English Learners meeting/exceeding standard in ELA increased from 4% to 18%.

Math-No. The percentage of English Learners meeting/exceeding standard in Math decreased from 14% to 12%

## Contributing Factors

- Focus on language objectives beginning in January
- English Language Development (ELD) /Long Term English Learner intervention
- Only students who have not yet demonstrated proficiency in language and content are considered English Learners. Reclassified students are exited from the subgroup.
- Explicit language development must be integrated and monitored in student instruction in all content areas.
- Site focused primarily on ELA, SIOP and RtI

# Closing the Achievement Gap

2017-18 Goal - Decrease percentage of students at risk of becoming Long Term English Learners (LTELs) by 10 percentage points from 16% to 6%

Key Strategy - Sheltered Instruction Observation Protocol (SIOP)

Key Actions	Expenditures
Learning Walks and feedback focus on 4 features of SIOP- Language Objectives, Vocabulary, Linking Past and New Learning, and Supplemental Material	No Expenditure, part of regular staff duty.
Professional Learning in SIOP	Funded by District
Integrated ELD including at risk LTEL intervention	Funded by District

# Attendance and Suspension

## Attendance Rate:

- 2016-17: 96.4%
- 2015-16: 96.75%
- 2014-15: 95.95%

## Suspensions

- 2016-17: 10
- 2015-16: 2

# Inclusive and Supportive Culture

2016-17 Goal - Use Core Values and the Responsive School Model to re-establish school-wide, classroom, and individual behavioral supports need for all students to succeed

Met? Yes

Contributing Factors

PTA financial support of training

Revised referral form.

Professional learning on mandatory referrals

Instructional coaching on behavior contracts

The Leopard Way

# Inclusive and Supportive Culture

2017-18 Goal - Decrease office referrals by 25% (192 to 144) and suspensions by 25% (8 students to 6 students)  
 -increase attendance from 96.4% to 97%  
 -increase parent attendance at school functions

Key Strategy - Responsive Classroom

Key Actions	Expenditures
Professional development and walkthroughs/feedback on Logical Consequences, Morning Meeting, Interactive Modeling, Positive teacher language	No Expenditure, part of regular staff duty.
Attendance Awards Meetings with truant/chronically absent student families.	No Expenditure, part of regular staff duty.
Childcare/ Alternative forms of participation.	\$1000 for hourly childcare



# Human Capital

## Trends

- Half of staff trained on Professional Learning Communities (PLC)
- All teachers have dedicated time for PLC meetings and make use of common prep time to further collaborate.
- Instructional coach available at site
- Rtl teachers, School Community Engagement Facilitator (SCEF) and Instructional Coach part of grade level teams.

# Human Capital

## 2016-17 Goal

- Cultivate a collaborative culture through the development of PLCs

Met? - Yes

## Contributing Factors

- District initial PLC training for school teams (13 teachers)
- Implementation of leadership team
- Common prep times
- Summer 3 day training (18 staff members)
- Instructional coaching
- Informal feedback tool
- Norms for grade level teams.

# Human Capital

## 2017-18 Goal

- Further cultivate a collaborative, data driven culture through the development of PLCs

Key Strategy - PLC / PD

Key Actions	Expenditures
Reexamine Vision/Mission	\$500 for leadership team meeting
Use of staff meetings in cycles to engage PLC practices (essential standards, Common Formative Assessments (CFAs), Data Analysis	No Expenditure, part of regular staff duty.

# Questions?

