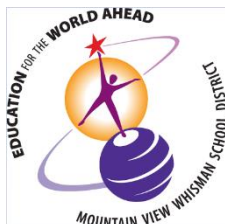


# School Quality Review Report

## Mountain View Whisman School District

### Gabriela Mistral Elementary School

October, 2015



# School Quality Review Report

<b>Client Name:</b>	Mountain View Whisman School District
<b>School Name:</b>	Mistral Elementary School
<b>Principal Name:</b>	Marcela Simões deCarvalho
<b>Address:</b>	505 Escuela Ave Mt View CA 94040
<b>Review Dates:</b>	October 6-7, 2015
<b>Lead Reviewer:</b>	Melissa Lara
<b>Team Reviewer:</b>	Miguel Casar

750-A San Pierre Way, Mountain View, CA 94043



# Issue and revision record

Revision	Date	Originator	Checker	Approver	Description	Standard
0	09/09/2015	Doug Heineke			Report Template	
1	10/8/2015	Melissa Lara	Doug Heineke		Draft 1	
2	10/15/2015		Doug Heineke	Beverly Parkinson	QAR1	
3	10/19/2015	Melissa Lara	Doug Heineke		Draft 2	
4	10/20/2015		Doug Heineke	Trevor Yates	QAR2	
5	10/22/2015			Doug Heineke	Fact Check	
6	11/02/2015	Melissa Lara	M. de Carvalho (MV)	Doug Heineke	Final Report	

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

This document contains confidential information and proprietary intellectual property. It should not be shown to other parties without consent from us and from the party which commissioned it.

# Contents

<b>Chapter</b>	<b>Title</b>	<b>Page</b>
<b>1</b>	<b>The School Context</b>	<b>1</b>
1.1	Introduction _____	1
1.2	Background information about the School _____	1
1.3	School demographic and performance data _____	2
<b>2</b>	<b>Main Findings</b>	<b>3</b>
2.1	Factors that support effective student learning: _____	3
2.2	Factors that limit effective student learning: _____	3
2.3	Recommendations: _____	4
<b>3</b>	<b>Individual Domains</b>	<b>5</b>
3.1	Domain 1: Quality of Learning & Teaching _____	5
3.2	Domain 2: Curriculum & Assessment _____	7
3.3	Domain 3: Leadership, Management and Accountability _____	8
3.4	Domain 4: The Culture of Learning _____	10
3.5	Domain 5: Partnerships with Families and the Community _____	11

# 1 The School Context

## 1.1 Introduction

On July 1<sup>st</sup> 2015 Dr. Ayinde Rudolph officially began his post as Mountain View Whisman School District's Superintendent. As part of his 100-day superintendent plan for MVWSD, Dr. Rudolph requested that Cambridge Education deliver a district-wide, comprehensive Quality Review (QR) program that will set a benchmark for improvement. The QR program includes the following:

- a School Quality Review (SQR) orientation for principals
- SQR training for up to 20 district personnel
- a two-day SQR for each school in the district (8 elementary and 2 middle schools)
- a meta-analysis report of the school findings
- focused improvement planning for all 10 schools
- a District Quality Review (DQR)

The SQR was completed over two days by a team of two Cambridge Education Reviewers at each school. The resultant report contained herein was prepared by the Lead Reviewer based on the evidence collected and the assessment made by both reviewers. Evidence was collected via classroom observations; interviews with the administration; and focus groups with students, teachers, parents and other stakeholders.

## 1.2 Background information about the School

Mistral Elementary School is a 90:10 Dual Immersion (DI) Spanish school. The DI program has been a program strand within a school for 19 years, and in November 2014, the Mt. View Whisman School District trustees voted to separate the two programs into their own unique schools. Mistral ES serves the neighborhood population as the only alternative choice bilingual program. Approximately half of the total enrollment at each grade level has a balance of Spanish speakers and native English speakers.

### 1.3 School demographic and performance data

	Academic Year 2015-2016
Grades:	K-5
Number of students enrolled:	389
Percentage of general education students:	95%
Percentage of special education students:	4.5% (18)
Percentage of English language learner students:	37% (145)
In school suspensions:	0
Out of school suspensions:	0
Percentage of students that are Title 1 eligible:	N/A
Latest attendance percentage:	98.21

#### CAASPP Test Results 2014-2015 - ELA

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	17	20	31	32
EO	4	4	31	60
EL	69	25	6	0
SED	35	39	21	6
Non- SEDs	2	4	40	54
SWD	45	0	45	10
White	0	0	32	68
Hispanic/Latino	26	31	25	18

#### CAASPP Test Results 2014-2015 – Math

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	21	20	29	30
EO	6	9	32	53
EL	47	38	12	3
SED	39	30	25	6
Non- SEDs	7	13	30	50
SWD	55	0	36	9
White	0	6	32	62
Hispanic/Latino	32	29	25	14

## 2 Main Findings

In this section of the report, the SQR team has identified the factors that are most significantly supporting and limiting effective student learning. *Recommendations* to address these high impact areas are included below.

### 2.1 Factors that support effective student learning:

- i. Parents are very supportive of the school and contribute to the learning as volunteers and by seeking sponsorship from other organizations for events and materials. Parents are comfortable in advocating for their children and are involved in the decision-making process of the new school.
- ii. The whole school community is committed to the Dual Immersion philosophy and actively seeks to protect and enhance the quality of services provided to the students.
- iii. The staff is very collaborative and has recently started a formal Professional Learning Community (PLC) process that serves as a platform to ensure their conversations and actions are student-centered. There is a real sense of “our children” among the staff.
- iv. The school culture is safe and welcoming. Families and students feel valued at Mistral Elementary School. Students are well behaved with few discipline problems interrupting student learning.
- v. All teachers provide students with multiple opportunities to turn and talk with their peers. By doing so, students have the opportunity to learn from each other and further develop their own understanding of the topic.

### 2.2 Factors that limit effective student learning:

- i. The new school has developed a vision to support the dual immersion philosophy. This is a good first step, however, goals and how each person will contribute to achieving the vision have yet to be clearly established and communicated to all stakeholders. As a result, staff are working hard, but not working as a cohesive unit focused on specific targets or strategies to achieve their vision.
- ii. The quality of instruction is inconsistent in the following areas:
  - Learning objectives and success criteria are not always clearly identified so that students know what they are expected to learn and how they will know they have been successful in their learning.
  - Students are not sufficiently challenged to stretch their thinking and become critical thinkers and problem solvers.
  - Lessons are not sufficiently differentiated to meet the needs of all students, especially in math.
- iii. There are no systems in place to provide a structure of informal peer or administration observations and feedback cycle. As a result, expectations and instructional practices vary significantly throughout the school. Building block strategies that should transfer from grade to grade are not established and teachers are not clear of how to improve their practice.

### 2.3 Recommendations:

- i. Build upon the school's vision by developing a clear, data driven strategic plan that identifies specific instructional goals. Ensure the plan identifies roles and responsibilities to achieve each goal along with timelines. Clearly communicate the plan to all stakeholders. Rigorously monitor the plan and hold staff accountable for implementation.
  
- ii. Improve the quality of learning and teaching by:
  - Planning and delivering lessons that challenge all students at their levels and develop students' skills to be critical thinkers and problem solvers.
  - Developing and communicating clear learning objectives and success criteria that offer challenge and clarify for all students what they will learn during the lesson and how they will know they have been successful in their learning.
  - Using data to inform lesson planning that offers students different entry points into the lesson, use different learning styles and challenge students at their level so that all students are actively engaged in the learning and can build deeper understanding of the subject.
  
- iii. Build upon the current PLC model to develop structures for peer and administration observations and feedback. Begin by developing clear expectations of what good learning and teaching looks like, including successful instructional strategies that should be present in lessons. Use protocols to discuss and provide feedback. Monitor areas for improvement and provide support as needed.



## 3 Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the SQR. The judgments have been broken down into *Factors that Support Effective Student Learning* and *Factors that Limit Effective Student Learning*. Recommendations are included to address those areas of need.

### 3.1 Domain 1: Quality of Learning & Teaching

#### The Quality of Learning & Teaching Requires Support in Targeted Areas

##### Factors that support effective student learning:

- i. Teachers structure lessons to ensure that students have opportunities to turn and talk about the topic of the lesson, resulting in students' better understanding of the content.
- ii. Teachers have structures and practices in place to encourage students to behave appropriately and to engage in positive interactions to resolve problems with peers. As a result, students are well behaved and students are rarely distracted from learning due to behavior issues.

##### Factors that limit effective student learning:

- i. The use of assessment data to plan instruction that is differentiated to meet the learning needs of all students and guides grouping practices is inconsistent in the school. As a result, student learning is not maximized in all lessons.
- ii. Teachers refer to the California State Standards to identify what they should teach, however, some lessons are not planned well enough to motivate students to become independent learners, critical thinkers, and problem solvers. Lessons frequently lack the level of challenge and interest to engage students to delve deeper into the subject matter.
- iii. Rubrics and examples of exemplary work are not consistently used in most classes so that students will know what the highest quality work should look like. Some students receive verbal feedback about what they are doing well, but inconsistently receive written feedback and guidance on how to improve their grades.
- iv. Some teachers in the upper grades work with students to set improvement goals, however, this is not consistent across the school, leaving most students working day to day without an understanding of what they need to achieve or how they will achieve those goals.
- v. Technology resources are available through laptops in all classes. Students use the laptops mostly for programs such as Khan Academy or Achieve 3000. However, technology is not frequently integrated into classroom instruction as a way to enhance lessons or develop technology skills.
- vi. Learning objectives and success criteria are not consistently well planned, shared with students and referenced during lessons to ensure students understand what they are expected to learn and how well they are expected to learn it.

**Recommendations:**

- i. Build upon the use of data analysis during PLC meetings to plan lessons that are differentiated to meet the needs of all students. Ensure group activities provide the appropriate level of challenge and interest in order to develop students abilities to problem solve and become critical thinkers.
- ii. During PLCs, work together to develop rubrics and identify or create exemplars of high quality work to share with students so that they can understand what high quality work should look like at each grade level.
- iii. Establish school wide expectations of working with students at all levels to set individual achievement goals. Provide professional development for teachers who need support in this process. Ensure students and parents understand their goals and monitor regularly to guide students to success.
- iv. Provide professional development for teachers who need support in how to integrate technology into their lessons so that instruction is enhanced and student engagement increases. Monitor instruction to ensure technology is integrated into lessons.
- v. During PLCs, work with teachers to plan and develop standards that are aligned with learning objectives and success criteria. Establish clear expectations of how this should look in each classroom so that the process is consistent across all grades. Monitor the implementation and provide support to teachers as needed.

## 3.2 Domain 2: Curriculum & Assessment

### Curriculum & Assessment Requires Support in Targeted Areas

#### Factors that support effective student learning:

- i. Parents and students value the wide range of afterschool activities that provide enrichment to students who participate.

#### Factors that limit effective student learning:

- i. Although teachers plan lessons that are aligned to the California State Standards and are beginning to collaborate vertically across grade levels to discuss curriculum alignment, the school is struggling with finding or creating a curriculum that meets the unique needs of the dual immersion program. As a result, there are inconsistencies in the taught curriculum across the school.
- ii. Although the curriculum provides students with instruction in both English and Spanish, the level of rigor across content areas is not sufficient enough to challenge all students. This is more prevalent in math, which limits students' ability to extend their learning.
- iii. Teachers administer common assessments provided by the district. However, the assessments are not reflective of the unique pacing challenges of the dual immersion program. Some teachers create their own common assessments; however this is inconsistent across grade levels.
- iv. There are occasional opportunities during the year for students to work in depth on projects and problems so they develop a wide range of skills, understand complex concepts, and solve difficult problems.

#### Recommendations:

- i. Work with district level personnel to research and/or create a curriculum that is supportive of the dual immersion program. Contact successful dual immersion schools to learn more about the curriculum they offer as a comparison.
- ii. During PLCs, develop lessons and provide feedback to increase the level of rigor, especially in math lessons, so that all students extend their learning, actively engage in lessons, and develop critical thinking and problem solving skills. Ensure students have opportunities to work in depth on projects to develop a deeper understanding of the content across all content areas.
- iii. Once a curriculum is developed for the dual immersion program, work with district office personnel to create common assessments that are aligned with the curriculum.

### 3.3 Domain 3: Leadership, Management and Accountability

#### Leadership, Management and Accountability Requires Support in Targeted Areas.

##### Factors that support effective student learning:

- i. The principal promotes and models high expectations for all staff and students. She consistently promotes the dual immersion philosophy. This is evident in all decisions she makes. For example, the instructional coach position remains vacant because they are seeking someone with successful experience in dual immersions.
- ii. Through regular classroom observations, analysis of student work and review of planning, the principal has a clear picture of the quality of learning and teaching in the school and is eager to begin guiding the school toward a more cohesive approach to implementing a high quality dual immersion program.
- iii. The principal is very knowledgeable about student data. In recognition of the need to address gaps in achievement for 5<sup>th</sup> grade ELD students, an Interventionist is charged with targeting 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students to ensure that gaps in their learning are addressed so that more students are well prepared for middle school.
- iv. Processes and procedures are in place that ensure the school runs smoothly. Although two schools share one campus, the principals of both schools work closely to coordinate shared resources and space.
- v. The principal is intentionally developing teacher leaders through the newly formed school leadership team, identifying teacher mentors to support new teachers, and seeking input from teachers on school-wide decisions.

##### Factors that limit effective student learning:

- i. The school is in the beginning stages of developing an identity. School leaders have started creating a vision for the school; however, it has yet to be clearly communicated and embraced by all stakeholders. As a result, the school lacks instructional focus and goals to ensure they are all moving toward the same direction.
- ii. Teachers conduct (a) few peer observations and provide some informal feedback. The principal visits classes frequently, but has yet to establish a system to conduct regular informal observations and provide feedback to teachers. As a result, there are inconsistencies across the school about what the instructional focus should be and teachers don't know how well they are doing or how to improve.
- iii. In general, teachers feel responsible for the success of their students; however, there are no systems in place to hold all staff accountable for academic and social achievements of the students. As a result, some students are not reaching their full potential.

##### Recommendations:

- i. Collaboratively develop a clear strategic vision for the school. Identify the goals and timelines to achieve each step of the goal, and identify who will be responsible for each part. Clearly communicate the plan to all stakeholders. Monitor the plan and hold staff accountable for achieving the agreed-upon goals.

- ii. Collaboratively determine the school's instructional priority, identify what good learning and teaching looks like and then develop a system of peer observations and principal informal observations that will focus on improving the quality of learning and teaching. Ensure teachers receive specific feedback. Monitor and provide support as needed.
- iii. Once goals are established to support the vision, and systems are in place to monitor classroom instruction, establish a system for holding teachers accountable for the success of their students. Use data meetings as a forum to discuss students' successes and challenges and teachers' plans for addressing students' needs.

### 3.4 Domain 4: The Culture of Learning

#### The Culture of Learning is Exemplary

##### Factors that support effective student learning:

- i. The school is safe, respectful and welcoming to all visitors, students, and parents.
- ii. The staff works collaboratively, creating a strong, cohesive group of educators who are dedicated to the dual immersion philosophy. Interactions between students and staff are positive and promote social-emotional development. Interactions between teachers, the principal and parents are very supportive of student learning.
- iii. Staff members model positive interactions and expect students to do the same. When students stray from positive behavior, teachers are proactive in helping students work through those emotions and behaviors so that learning remains the focus and being a good peer becomes the normal behavior.

##### Factors that limit effective student learning:

- i. Students are not consistently well-challenged to extend their learning in all content areas.

##### Recommendations:

- i. Consistently plan and deliver lessons that challenge students at all levels of learning.

### 3.5 Domain 5: Partnerships with Families and the Community

#### Partnerships with Families and the Community are Established

##### Factors that support effective student learning:

- i. The principal is very deliberate in her efforts to build a sense of community and equity among the different groups in the school community. The parent liaison has worked tirelessly to connect with Latino parents who otherwise may be limited in their connections to the school. As a result, parents feel comfortable advocating for their children and support the school.
- ii. Parents receive sufficient communication from the school via emails, the school website, text messages, phone calls and newsletters. Teachers provide some information to parents about the academic and social progress of their children.
- iii. School leaders and teachers celebrate cultural diversity of the community through special events such as festivals and other family events and through the teaching of dual languages.
- iv. Parents are involved in the decision-making processes at school through the Parent Teacher Association, the English Learner Advisory Committee (ELAC) and other parent groups.

##### Factors that limit effective student learning:

- i. Many of the external agencies and community sponsorships went to the other elementary school at the time of the separation. As a result, Mistral ES is beginning from scratch to seek out sponsorships and build new relationships with agencies and support groups.

##### Recommendations:

- i. Identify the needs of the school, then create a committee or identify which existing group can help make those connections for additional resources. Actively seek out partnerships with groups who can support the school.