

MARGUERITE MONTGOMERY ELEMENTARY

Program Update

RODY BOONCHOUY, ASSOCIATE SUPERINTENDENT
March 15, 2018



Disproportionality between Montgomery Elementary programs

- Achievement, Demographic data
- Focus on Fundamental Solutions
- Constraints and potential scenarios
- Community Engagement

Interventions Implemented & Currently in Place

- Additional Reading Specialists (FTE)
- Reading Paraeducators (FTE)
- Math Paraeducators (FTE)
- Extended day for 2nd and 3rd grade
- Differentiation Specialists (FTE)
- Additional collaboration time for teachers
- Bridge after school
- SEAL implementation (yr 2)
- Additional Counseling (FTE)
- Student Success Interventionist (FTE)

Montgomery Staff

- Presentation of Data
- Root Cause Analysis
- Survey of scenarios

High Impact Factors	Factors within Control of District
Program Structure Policies & Practices Trauma Poverty Parent Education	Program Structure Policies & Practices Teacher Training

Montgomery Community

- Presentation of Data
- Child & Family Implications
- Successes of Two Way Bilingual Immersion (TWBI)

Remain in Montgomery EO	Transfer from EO into TWBI	Transfer to another school
<ul style="list-style-type: none">● Increased/Targeted intervention● Support Services● Lower class sizes	<ul style="list-style-type: none">● Language intervention to catch up with Spanish● Balance of native● English and Spanish speakers	<ul style="list-style-type: none">● Priority of school preference● Keeping siblings together● Post-transfer interventions/support

Scenario 1 - Two (2) TWBI Cohorts, Two (2) English Only Cohorts

- The Current MME Neighborhood School increases by an additional grade level strand by 2024
- Four Cohorts total: two per grade in TWBI, two per grade in EO
- Staff does not recommend

Enrollment	Deny Intra-district transfer requests, Recruit or District re-boundary to raise enrollment [2018-19 by 37 students; 2024 by 150 students]
Facilities	By 2024, 27 classrooms needed: add 8 classrooms (\$150k/portable)
Sites affected	Decline in enrollment from other sites
Staffing	Hire 7 EO staff

Scenario 2 - Three (3) TWBI Cohorts at MME

- The Current MME Neighborhood School becomes solely TWBI by 2023
- 3 Cohorts per grade in Two Way Bilingual Immersion (TWBI)
- Phased Implementation:
 - Year One: 2018-19 [Kinder & Grade 1]
 - Year Two: 2019-2020 [Grade 2]
 - Year Three: 2020-2021 [Grade 3]
 - Year Four: 2021-2022 [Grade 4]
 - Year Five: 2022-2023 [Grade 5]
 - Year Six: 2023-2024 [Grade 6]
- Phase out English Only
- Staff recommendation

Considerations	Next Year (2018-19)	Full Implementation
Enrollment:	<p>Three (3) TWBI Kinder & 1st grade cohorts</p> <p>Incoming TWBI Kindergarten: 51 Total</p> <ul style="list-style-type: none">- 51 requests- Not including Migrant students <p>Incoming TWBI 1st Grade: 64 total</p> <ul style="list-style-type: none">- 52 Kindergarten- 12 Waitlist for 1st Grade <p>Incoming EO:</p> <ul style="list-style-type: none">- 3 Kindergarten- 7 1st Grade	Total Enrollment TWBI: 468

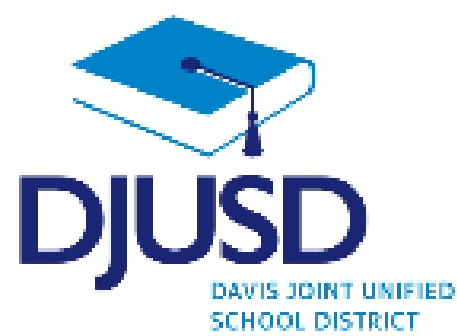
Considerations	Next Year (2018-19)	Full Implementation	Implications
MME Facilities	No change	17 classrooms	No additional classrooms needed

Considerations	Next Year (2018-19)	Full Implementation	Implications
Other DJUSD sites may be affected by students choosing to attend another school	8-12 students*	60 to 120 students*	<p>There are enough seats to manage EO students choosing to leave MME</p> <p>Staff will develop a Zone of Preference procedure to account for enrollment and facilities considerations</p>

* In addition to students who are already on an Intra-district Transfer.

Considerations	Next Year (2018-19)	Full Implementation
Staffing TWBI	Hire two (2) additional TWBI teachers (BCLAD)	Hire two (2) additional TWBI teachers (BCLAD) by 2023
Staffing EO	Displace two (2) EO teachers to other DJUSD schools	Displace (5) additional EO teachers by 2023
Support Staff	Services follow students	Services follow students

- Neighborhood priority
- Provide intervention supports during program phase-in
- SEAL continue
- Enrollment Support
- Transition Planning & Site Support
- Transportation
- Program Monitor and Review



Implications for DJUSD

- Communicate benefits of Two Way Bilingual Immersion (TWBI)
- Addressing the Achievement Gap
- District Structures and Systems that promote Equity, Inclusion, Opportunity

Questions

