



Mountain View
Whisman
School District

Bubb Site Plan

Cyndee Nguyen, Principal
October 2018





Mountain View
Whisman
School District

The story of Benjamin Bubb Elementary

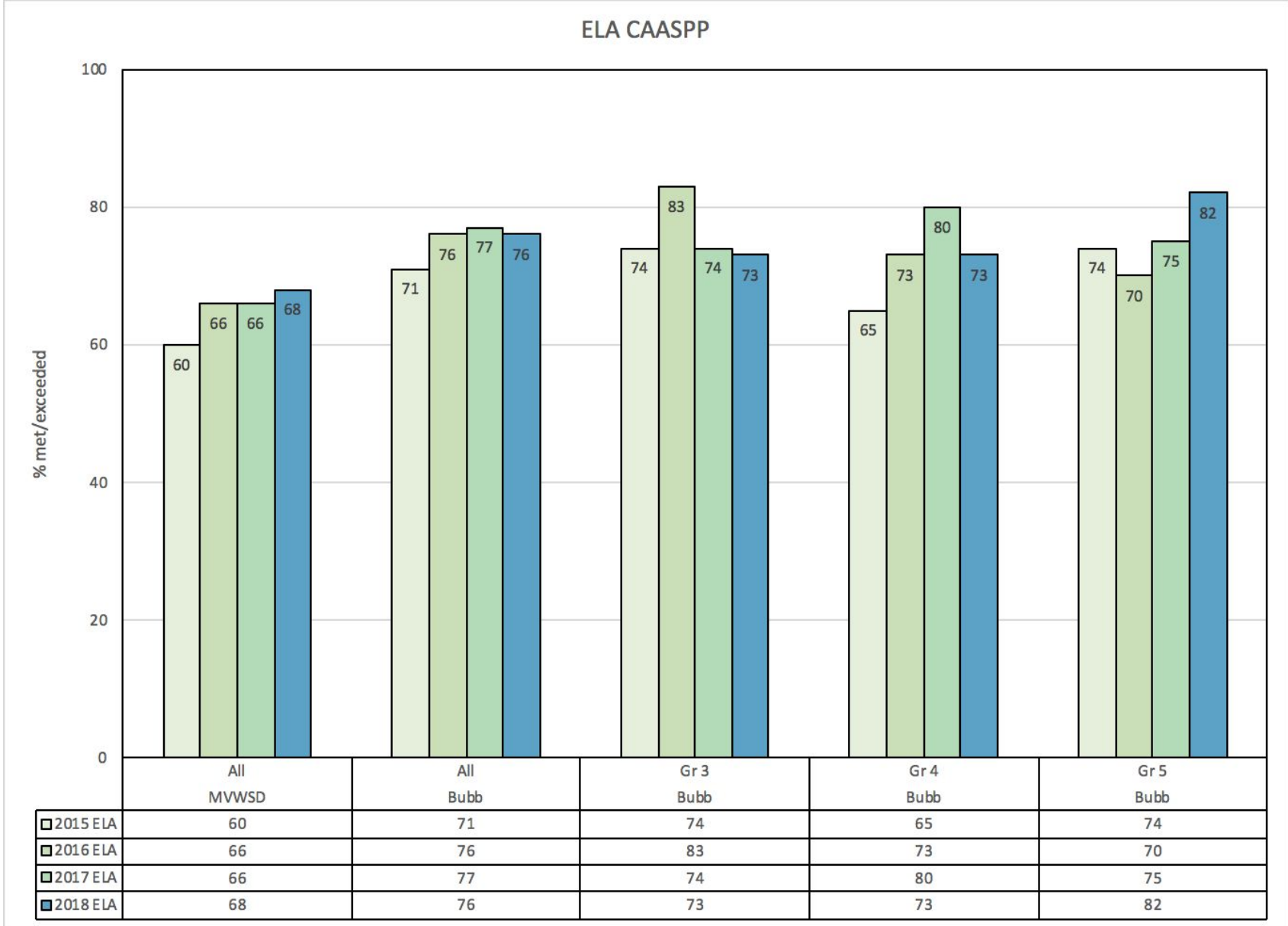
Bubb Demographics (Schoolwide)

Bubb	2015-16	2016-17	2017-18
Enrollment	562	556	571
Asian	16%	21%	21%
Hispanic/Latino	28%	26%	21%
White	38%	37%	39%
Students with Disabilities	7%	8%	9%
English Learners	29%	25%	21%
SocioEconomically Disadvantaged	25%	23%	19%

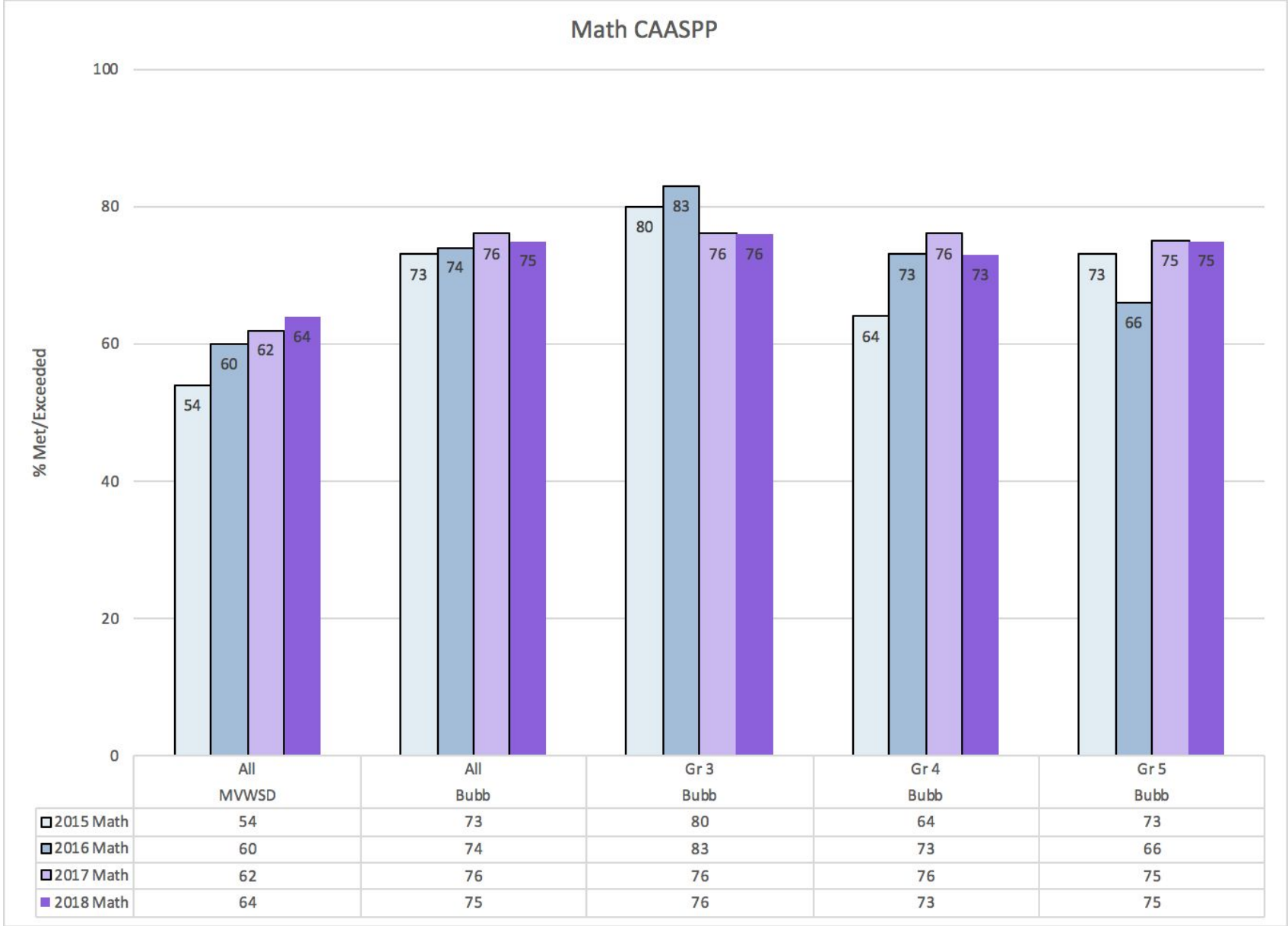
Bubb Demographics (Grades 3-5)

Bubb	2015-2016	2016-2017	2017-2018
English Learners	26%	19%	16%
Reclassified Fluent English Proficient	15%	17%	20%
SocioEconomically Disadvantaged	27%	22%	24%
Students with Disabilities	11%	11%	12%
Asian	17%	17%	17%
Hispanic/Latino	30%	26%	26%
White	37%	37%	37%
Total Enrollment	282	262	258

Academic Achievement - ELA by grade



Academic Achievement - Math by grade



Academic Achievement - ELA

2017-18 Goal: 77% to 79% meeting or exceeding on CAASPP

Met? No Actual: 76% meeting or exceeding on CAASPP

Hypothesis:

- Focus on Strong First Teaching
- Increased focus on enrichment group during Second Chance
- Current Second Chance Model lends itself to 2 student groupings (exceeding standard and not meeting standard)
- Second Chance intervention and small group instruction time spent on additional practice rather than additional teaching

Major Actions

Effectiveness

ELA Articulation grades K-5

- Maintain high level of achievement
- teacher survey results showed that ELA articulation helped them grow as a teacher

Rtl (Second Chance Teaching)

- 20 students moved up a band
- 75% of students improved from pre- to post-Second Chance assessment and/or demonstrated mastery, while 11% made little or no improvement after one Second Chance cycle and 6% made little or no improvement after multiple Second Chance cycles

Write and Deliver Enrichment Units during Second Chance

Majority of students in the exceeded band remained at exceeded

Academic Achievement - ELA

2018-19 Goal: 76% to 78% meeting or exceeding on CAASPP

Key Strategies:

- Increase small group instruction during first teaching
- Increase rigor and reduce independent practice time in second chance intervention
- Adjust second chance groupings
- Provide K-3 After School ELA Intervention
- Monitor progress of and adjust instruction for Target students
- NGSS Science K-5

Total Expenditures

\$3,000 Educational technology licenses

\$10,000 K-3 After School Intervention

Academic Achievement - ELA

Key Actions	Rationale
<p>Target students</p> <ul style="list-style-type: none">● Identified 3 target students/class● Design and adjust instruction to meet their needs● Monthly monitoring of progress, boot camp, second chance, small group, after school● Goals setting with kids and families	<p>Our biggest missed opportunity was to support students who were close to grade level.</p>
<p>K-3 After School Intervention</p> <ul style="list-style-type: none">● 8 week cycles● Classroom teacher and IA support (5:1 ratio)	<p>Increase literacy skills in lower grades</p>
<p>NGSS Science K-5</p> <ul style="list-style-type: none">● Inquiry and Engineering● Scientific Practices● Supports for target students	<p>Building background knowledge and thinking like a scientist; Allows time for small group Rtl</p>

Academic Achievement - Math

2017-18 Goal: 76% to 78% meeting or exceeding standards on CAASPP

Met? No Actual: 75% meeting or exceeding on CAASPP

Hypothesis:

- Focus on strong First Teaching
- Implemented one cycle of Second Chance Math in grades 4 and 5
- Addition of SIOP strategies took away some focus from content
- Decreased focus on small group instruction or teaching

Major Actions	Effectiveness
Articulation of key standards	20 students moved up a band
Implementation of SIOP strategies in Math	11-percentage point increase for ELs in math

Academic Achievement - Math

2018-19 Goal: 75% to 77% meeting or exceeding standards on CAASPP

Key Strategies:

- Increase small group instruction during first teaching
- Continue implementing SIOP strategies in math
- Second Chance Math (RtI) in grades K-5
- Grades 4-5 After School Intervention

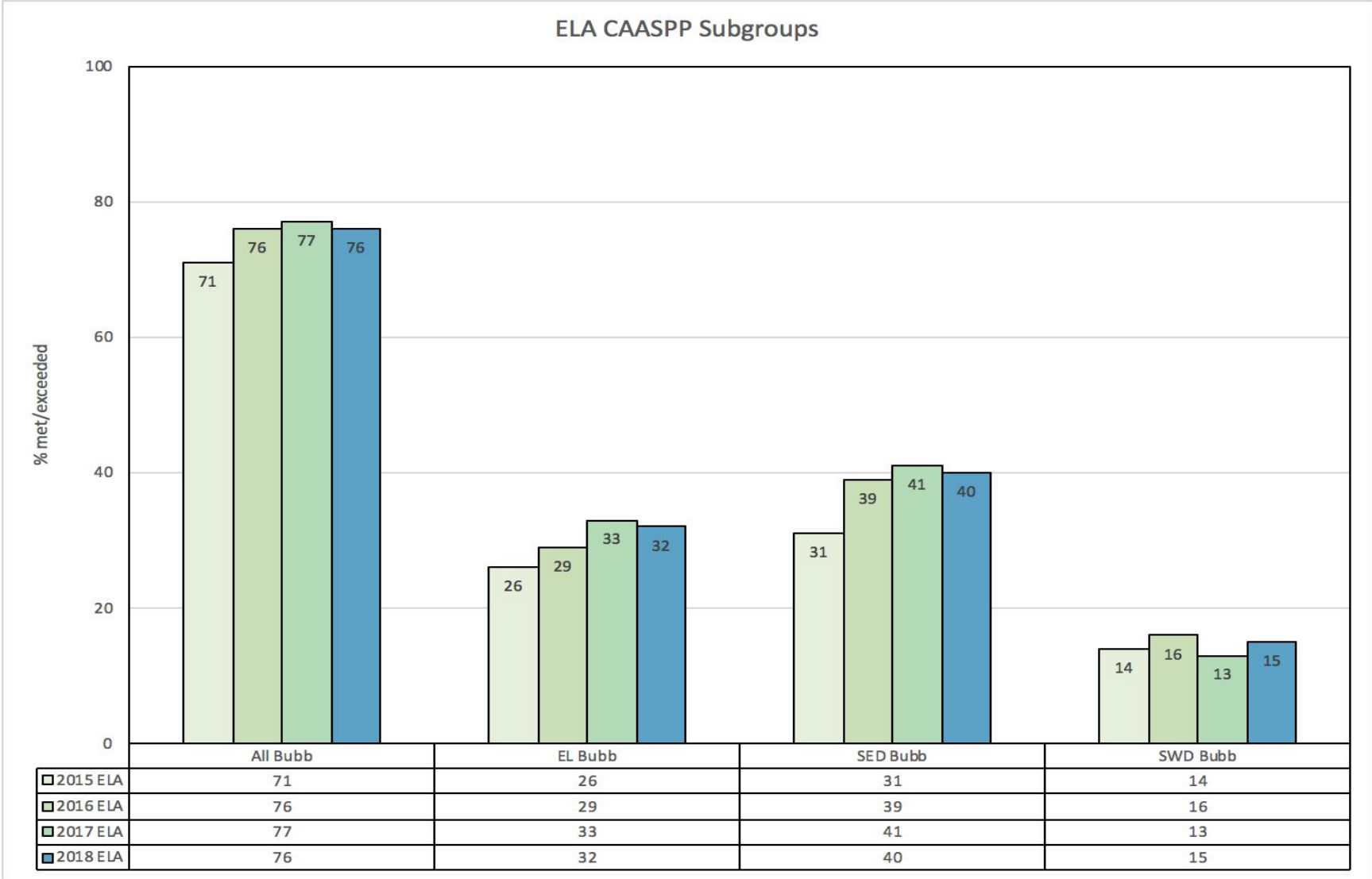
Total Expenditures

\$10,000 After School Intervention

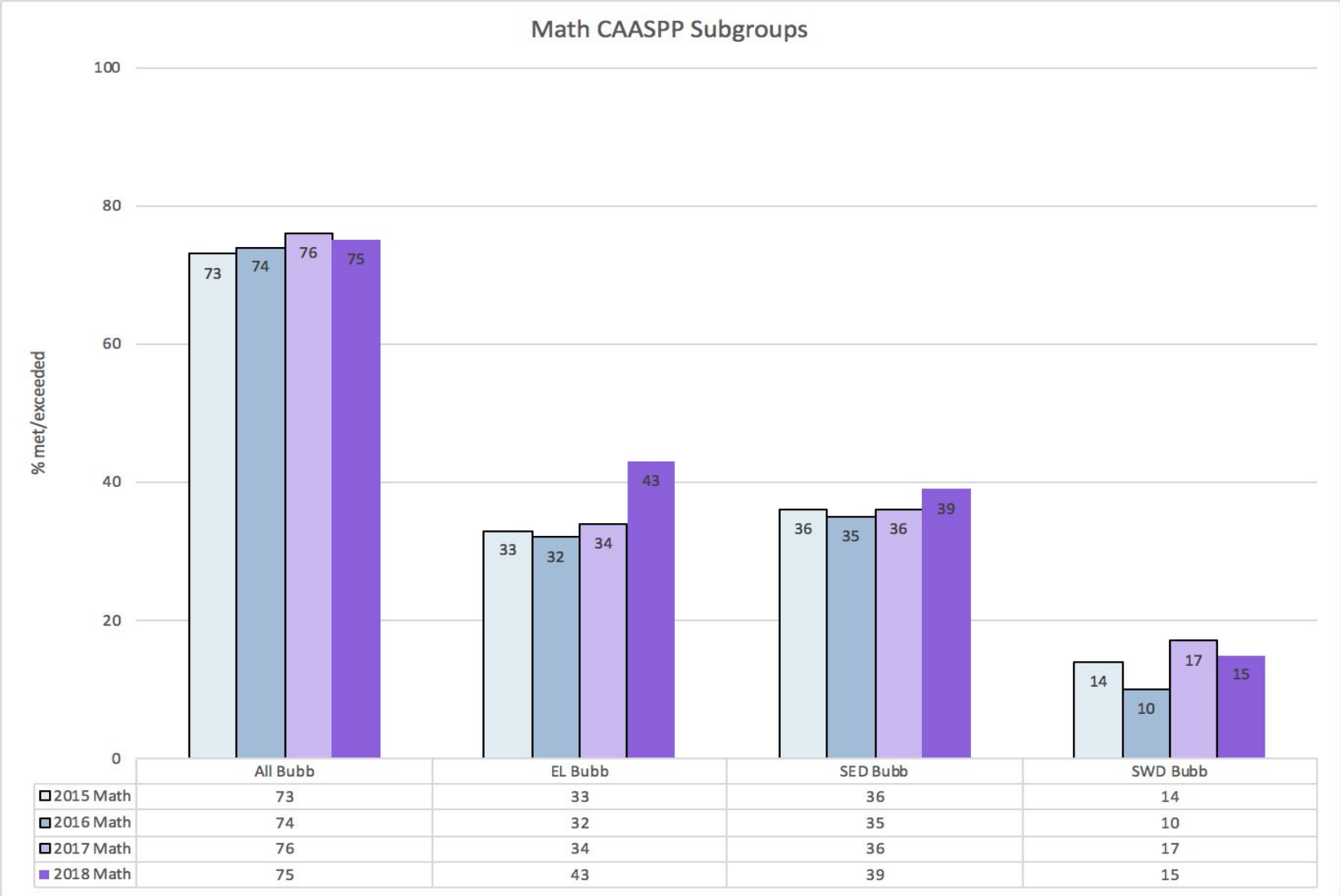
Academic Achievement - Math

Key Actions	Rationale
<p>Second Chance Math</p> <ul style="list-style-type: none">● Two times a week in grades 4-5● Swap cycles with Second Chance ELA in grades K-3	<ul style="list-style-type: none">● Need for differentiation in math
<p>Grades 3-5 After School Intervention</p>	<ul style="list-style-type: none">● Easier to pinpoint math skills to target in upper grades
<p>Continue SIOP implementation in Math</p>	<ul style="list-style-type: none">● Side effect: increased teacher collaboration and understanding around math content

Academic Achievement - ELA by subgroup

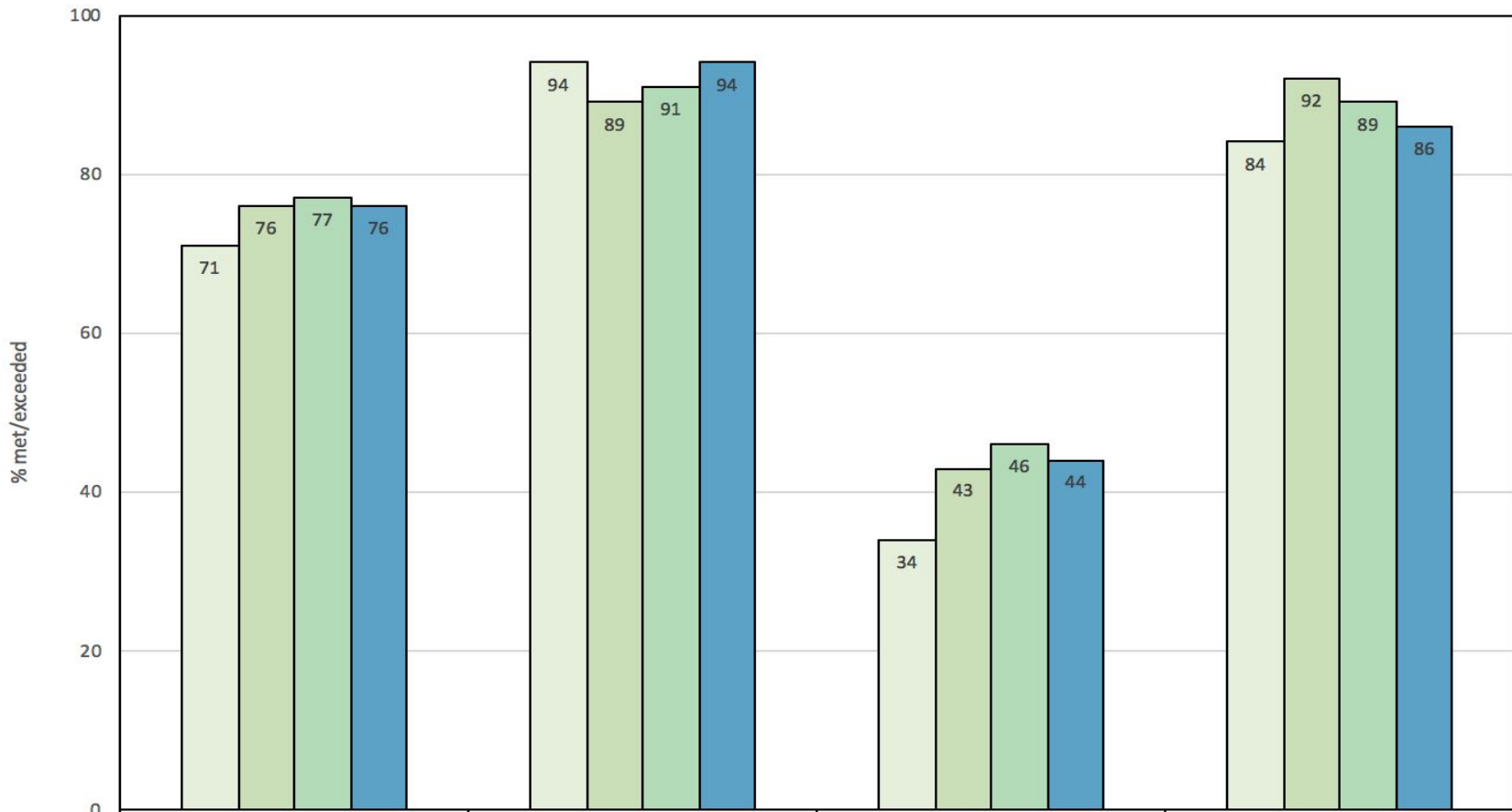


Academic Achievement - Math by subgroup



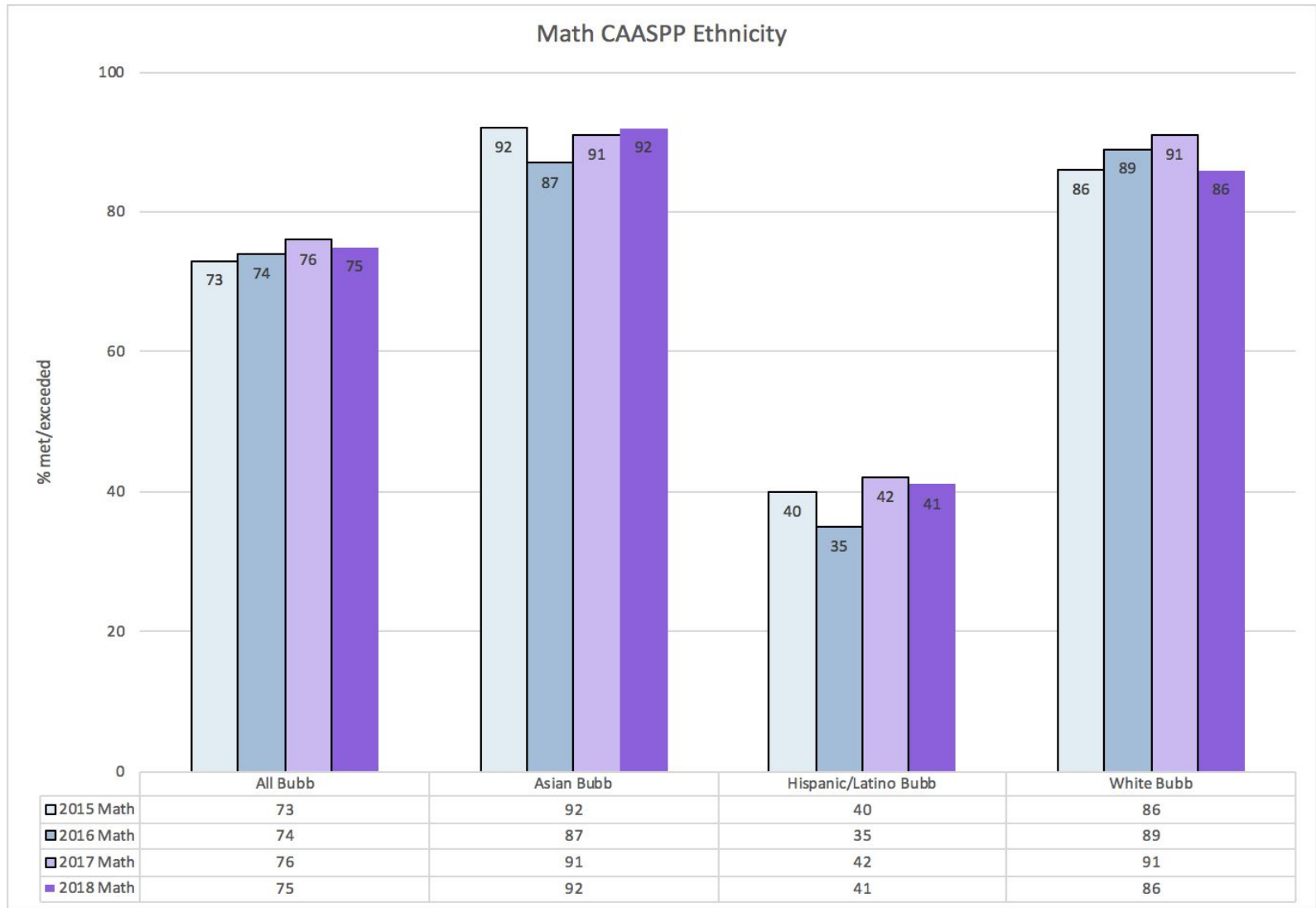
Academic Achievement - ELA by ethnicity

ELA CAASPP Ethnicity

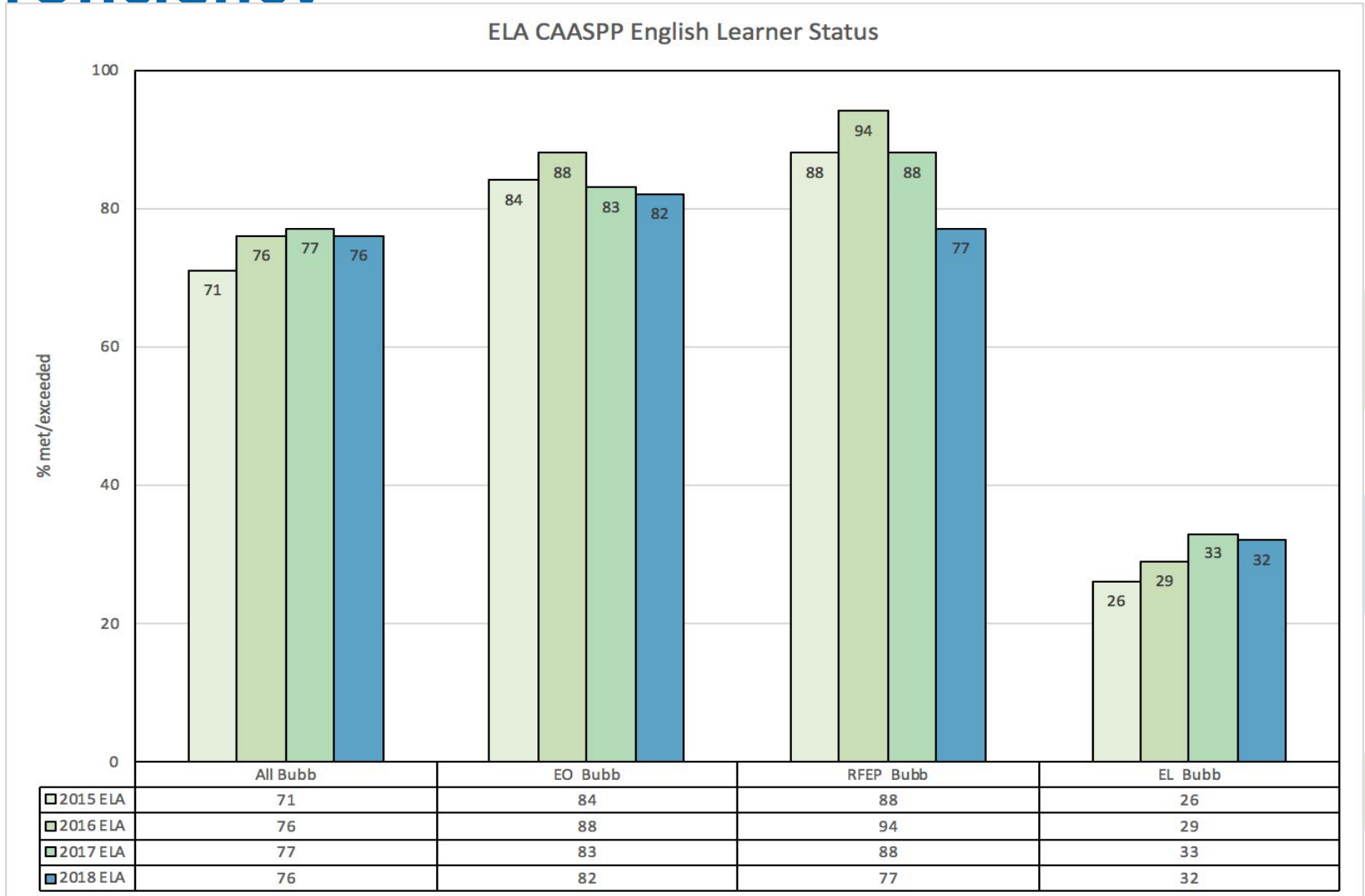


	All Bubb	Asian Bubb	Hispanic/Latino Bubb	White Bubb
2015 ELA	71	94	34	84
2016 ELA	76	89	43	92
2017 ELA	77	91	46	89
2018 ELA	76	94	44	86

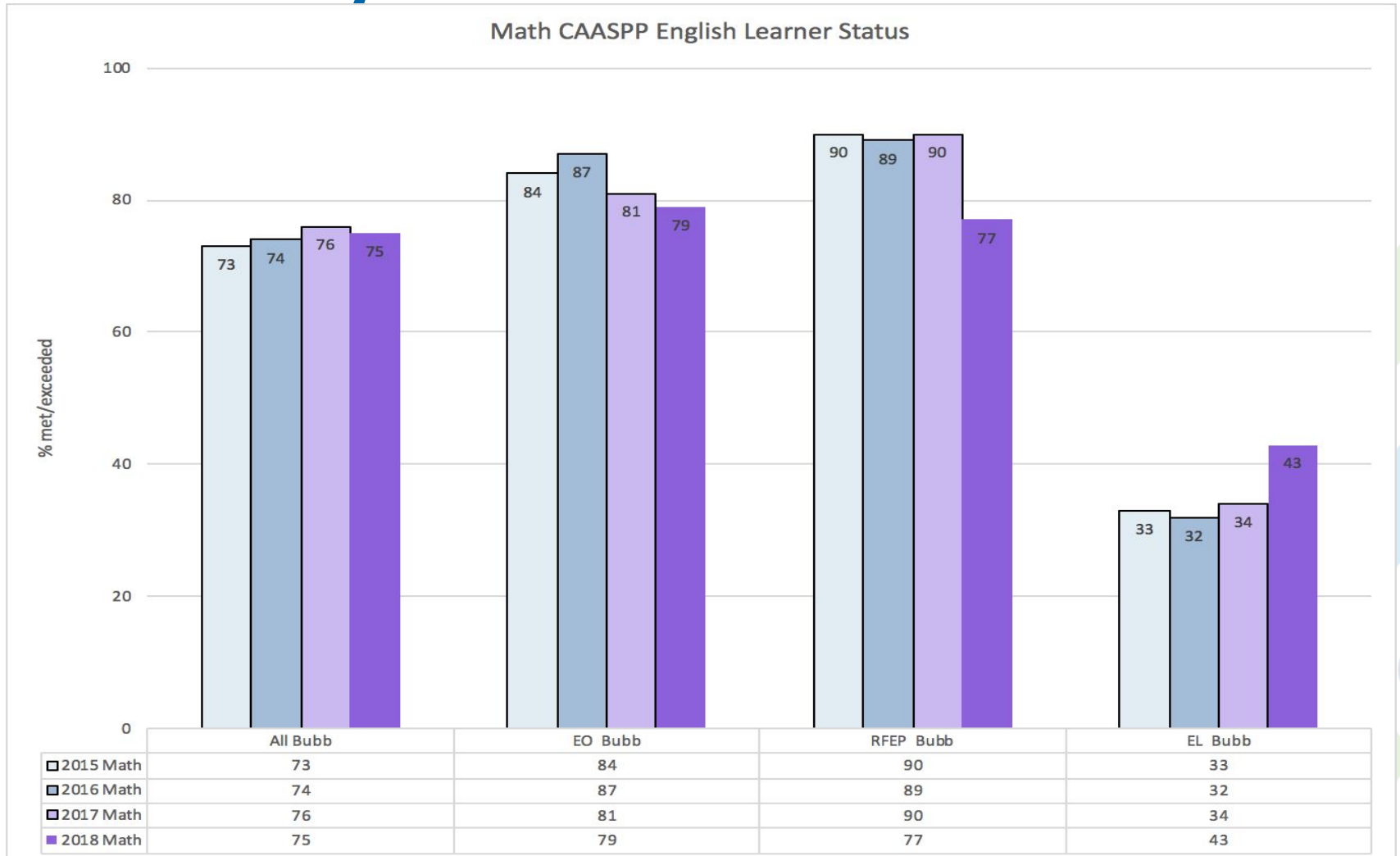
Academic Achievement - Math by ethnicity



Academic Achievement ELA - by English Proficiency



Academic Achievement Math - by English Proficiency



Reclassification Rates

Year	Bubb
2015 RFEP	18.40%
2016 RFEP	15.40%
2017 RFEP	19.10%
2018 RFEP	18.70%

Achievement Gap

2017-18 Goal: Reduce number of At-Risk of Becoming LTEL students by 1

Met? No Actual: No reduction in number of At-Risk of Becoming LTEL students

Hypothesis:

- Adopted ELD curriculum not fully meeting EL needs, particularly in the upper grades
- Need support with strategies for English Learners who also have learning disabilities.
- Mindset around reclassification and RFEPs

Major Actions	Effectiveness
SIOP in math and science lessons: <ul style="list-style-type: none">● Learning and content objectives● Key vocabulary taught and emphasized● Connections made to prior learning	EL math scores increased by 11-percentage points; students not yet reading or writing at grade level were able to meet standards in math
English 3D pull-out support in grades 4-5	Contributed to reclassification, but pull-out model meant students missed grammar rotation

Achievement Gap

2018-19 Goal:

- 77% to 79% of RFEPs meeting or exceeding standards on CAASPP
- Reduction of At-Risk of Becoming LTEL students by at least 1

Key Strategies:

- Additional SIOP strategies in Math and Science
- English 3D grades 4-5 taught by homeroom teachers
- Continue ELPAC preparation
- Increase RFEP monitoring through Data Walks and Kid Talks
- After School Tutoring
- Newcomer Support
- Refine Designated ELD instruction

Total Expenditures

\$35,000 instructional assistant for Newcomer Program and to support K-2

Designated ELD

\$2,500 Kid Talks

Achievement Gap

Key Actions	Rationale
<p>Continue SIOP implementation in math and science:</p> <ul style="list-style-type: none">● Scaffolding through modeling and small group instruction● Higher Order Thinking Questions● Providing adequate think time● Increasing student interactions	<ul style="list-style-type: none">● HOT questions increases rigor for all students● Targeted small group instruction to meet the needs of target students
<p>English 3D in grades 4-5 taught by homeroom teacher</p> <ul style="list-style-type: none">● Monitor RFEP progress and bring RFEPs into the group as needed● Fidelity in using all pieces of the program	<ul style="list-style-type: none">● Homeroom teacher can connect to previous learning and make connections during First Teaching

Human Capital

2017-18 Goal: Operate as PLC with at least 4 formative assessment cycles and 5 rounds of Critical Friends Groups

Met? Yes

Hypothesis:

- Provided dedicated staff meeting time
- Highly motivated and dedicated staff
- Built our Second Chance model collaboratively based on the unique needs of our students

Major Actions

Effectiveness

Critical Friends Groups

83% of teachers feel that the school is supportive of their professional growth, as measured by the district climate survey

Professional Learning Communities

100% of general education teachers used data from common formative assessments to group students. 100% of general education teachers recorded data for pre- and post-assessments and discussed with colleagues as evidenced in collaboration notes and shared data spreadsheet

Human Capital

2018-19 Goal:

- 2-percentage point increase (from 83% to 85%) in the number of teachers who feel that the school is supportive of their professional growth, as measured by the district climate survey, and
- 4-percentage point increase (from 63% to 67%) in the number of staff members who feel that the school is supportive of their professional growth, as measured by the district climate survey.

Key Strategies:

- Instructional coaching for all teachers, with particular focus on supporting target students
- Refine RtI and PLC skills to include targeted small group instructional strategies, increased progress monitoring, and flexible groupings
- Coach/train all staff, including classified staff, on positive behavior supports
- Additional professional development and release days for Year 1 and Year 2 teachers
- Critical Friends Groups

Total Expenditures

\$1300 Additional hours for classified staff training

\$1500 Release days for Year 1 and Year 2 teachers

\$1500 Release time for Critical Friends Group

[Mountain View Whisman School District](#)

Human Capital

Key Actions	Rationale
<p>Additional development for Instructional Assistant staff</p> <ul style="list-style-type: none">● Included in relevant staff development during staff meetings (PBIS, small group instruction)● Monthly IA staff meetings	<p>Supporting students with disabilities is an area for growth; District climate survey showed that classified staff want more feedback and support with their professional growth</p>
<p>Refine Critical Friends Groups</p> <ul style="list-style-type: none">● Provide option for some groups to discuss problem of practice in real time (observing students and teacher rather than looking at student work)	<p>Provide more immediate and timely feedback</p>
<p>Additional Year 1 and Year 2 Teacher Support</p> <ul style="list-style-type: none">● Direct instruction strategies● Growth mindset	<p>Onboarding new teachers to past initiatives that are now part of the teaching practice at Bubb</p>

Attendance and Suspension

	Attendance	Suspension
2014-2015	96.83%	4
2015-2016	97.06%	1
2016-2017	96.93%	3
2017-2018	96.61%	0

Inclusive and Supportive Culture

2017-18 Goal: Maintain 97% Average Daily Attendance Rate

Met? Yes, maintained 97% ADA

Hypothesis:

- Communication about the importance of regular attendance
- Academic support through Second Chance Teaching
- After School Enrichment for every 3rd-5th grader
- Inclusive environment

Major Actions	Effectiveness
<p>Professional Learning about Inclusion</p> <ul style="list-style-type: none">● Strategies for including all learners in the classroom and school community● Strategies for supporting different learners	<p>81% of students reported that they felt they belonged at school, as evidenced by school climate survey</p>
<p>Enrichment for All</p> <ul style="list-style-type: none">● After school enrichment for all 3rd-5th graders● Additional late bus	<p>95% of students reported that their enrichment class gave them something to look forward to during the school day and 77% reported that it gave them a way to connect with their peers</p>

Inclusive and Supportive Culture

2018-19 Goal:

- 97% average daily attendance rate,
- 0% suspension rate,
- 4-percentage point increase (from 60% to 64%) in the number of students who feel a strong sense of school belonging, as measured by the district climate survey, and
- 3-percentage point increase (from 70% to 73%) in the number of parents who feel that Bubb School is a good fit for their children, as measured by the district climate survey

Key Strategies:

- Implement Positive Behavior Interventions and Supports
- Monthly Principal's Coffees
- Parent Education
- Home visits
- Increase home-school communication and translation of communication
- Continue Enrichment for All

Total Expenditures

\$31000 Enrichment for All (PTA and site funded)

\$2500 Translation services

\$3000 PBIS

Inclusive and Supportive Culture

Key Actions	Rationale
<p>Implement PBIS</p> <ul style="list-style-type: none">● Professional learning for all staff (certificated and classified) on behavioral psychology● Create schoolwide matrix of common rules and expectations● Implement strategies so all students feel valued, respected, and known● Create individual behavior shaping plans● Tier 2 study group to review data and plan Year 2 implementation	<p>Students must feel safe and have a strong self-concept in order to learn and help the learning of others</p>
<p>Increase Communication with Families</p> <ul style="list-style-type: none">● Monthly principal's coffee● Parent Education● Translated classroom/grade level newsletters at least twice a month	<p>Celebrate successes, shift mindset around English language learning and reclassification</p>

Reflections

What worked?

- Focus on building teacher capacity and knowledge
- SIOP strategies in math and science
- Increased focus on enrichment in Rtl
- Vertical articulation of standards in math, ELA, and science

Why?

- Teachers' work aligned to site plan
- Teacher empowerment to make instructional decisions for their classrooms

What didn't work?

- Previous RFEP monitoring process
- 2 Rtl groupings (exceeded and not meeting)
- Lack of Rtl for math
- Strategies for small group instruction

Why?

- Formal RFEP monitoring too infrequent
- Did not specifically look at RFEP data with common formative assessments

What changes are you going to make?

- Increase focus on supports for target students
- Refine Integrated and Designated ELD
- Increase Rtl and Progress Monitoring
- Refine strategies used in small group instruction

Questions?