



Mountain View
Whisman
School District

Huff Site Plan

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Mountain View
Whisman
School District

The story of Huff Elementary

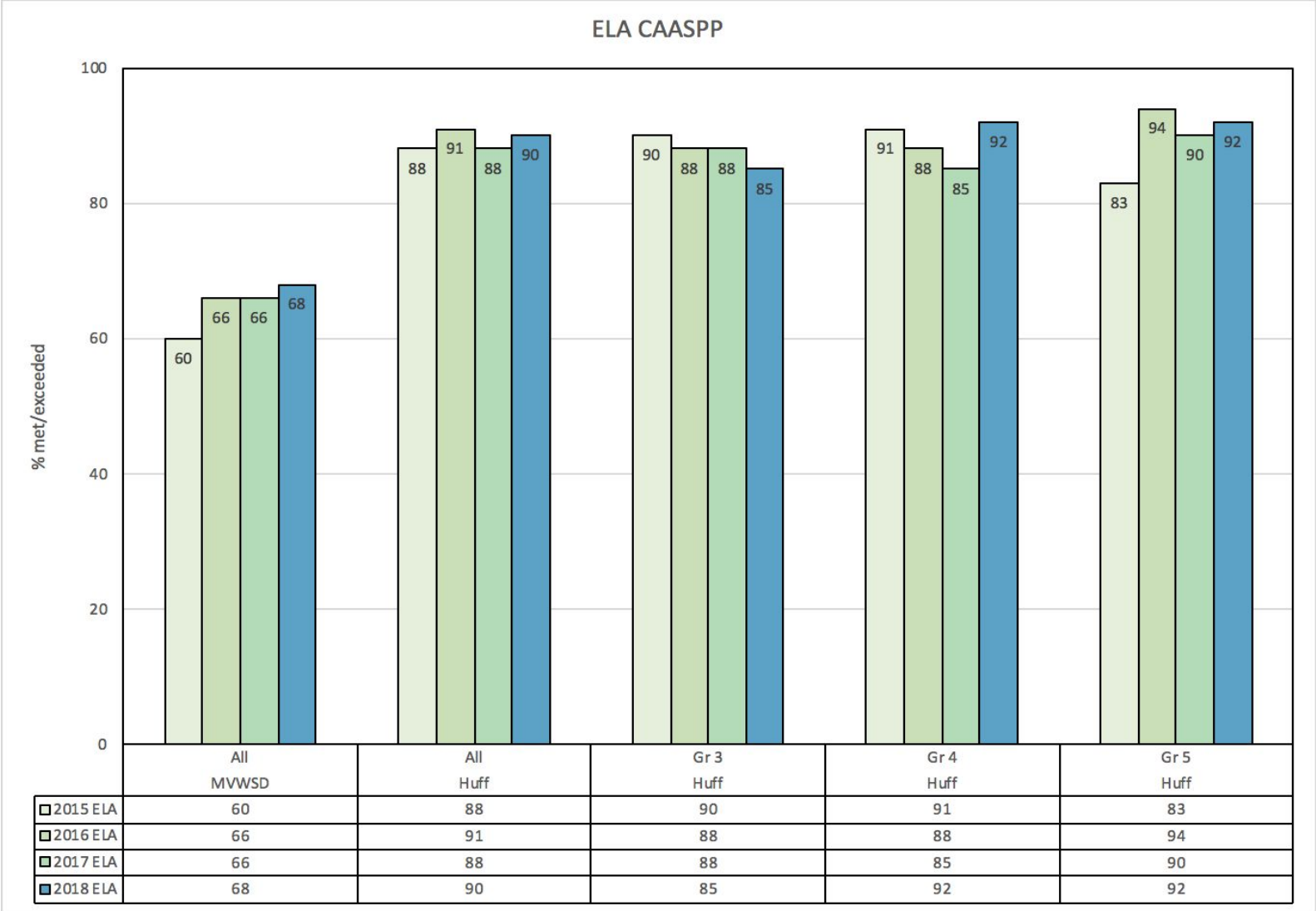
Huff Demographics (Schoolwide)

Huff	2015-16	2016-17	2017-18
Enrollment	572	572	605
Asian	32%	34%	35%
Hispanic/Latino	11%	10%	11%
White	39%	40%	38%
Students with Disabilities	5%	4%	5%
English Learners	16%	16%	18%
SocioEconomically Disadvantaged	7%	7%	8%

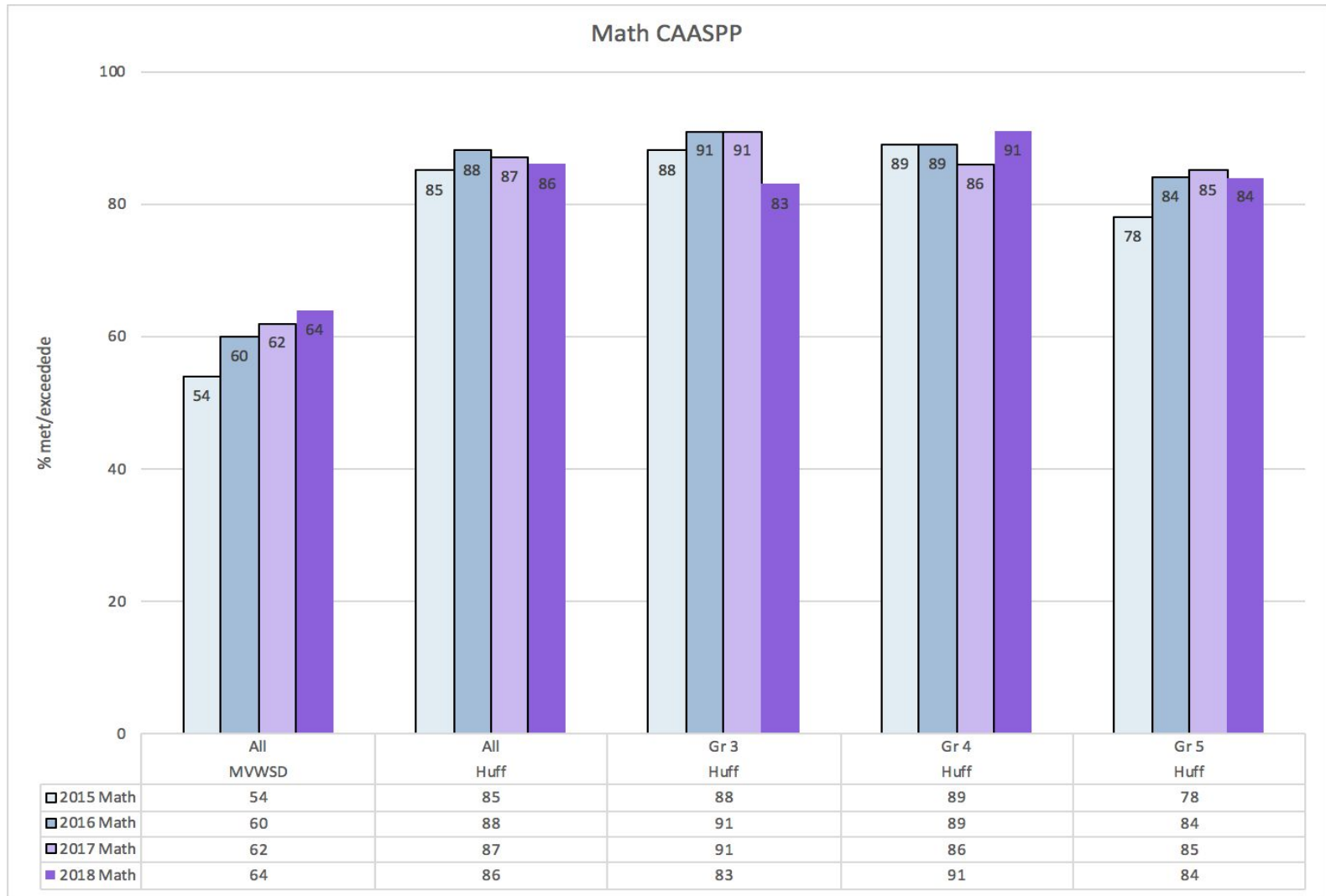
Huff Demographics (Grades 3-5)

Huff	2015-2016	2016-2017	2017-2018
English Learners	9%	7%	5%
Reclassified Fluent English Proficient	18%	18%	19%
SocioEconomically Disadvantaged	5%	8%	8%
Students with Disabilities	6%	6%	6%
Asian	30%	30%	30%
Hispanic/Latino	9%	11%	12%
White	44%	41%	40%
Total Enrollment	280	281	284

Academic Achievement - ELA by grade



Academic Achievement - Math by grade



Academic Achievement - ELA

2017-18 Goal: Increase met/exceeded on CAASPP from 88% to 89%

Met? Yes. Actual: 90%

Hypothesis: Second year of new ELA curriculum, RTI focused on ELA standards, Project Based Learning (PBL) increased engagement and purpose

Major Actions	Effectiveness
Adhering closely to new ELA pacing schedule.	Streamlined and increased consistency of planning and related professional development.
Response to Instruction focused on ELA mastery standards	Students received multiple opportunities to master key ELA standards through RTI
Ongoing Project Based Learning Professional Development <small>Mountain View Whisman School District</small>	Students more engaged with topics than before.

Academic Achievement - ELA

2018-19 Goal: Increase met/exceeded on CAASPP from 90% to 91%.

Key Strategies: Alignment of staff actions around school priorities, ongoing implementation and support of Profile of a Graduate (PBL, Capstone, PTA enrichment activities)

Total Expenditures: \$11,500 site allocation; \$60,000 PTA

Academic Achievement - ELA

Key Actions	Rationale
Alignment of staff professional goals around school priorities. Alignment of enrichment activities specifically around the Profile of a Graduate	Working on the same things together will help us focus on our top priorities.
Project Based Learning: at least two multi-disciplinary projects per grade, per year.	PBL builds in plenty of high-engagement opportunities for application of literacy skills.
Engage in Capstone-aligned enrichment activities for every student.	We are preparing students to demonstrate the Profile of a Graduate through the upcoming Capstone project in 2021.

Academic Achievement - Math

2017-18 Goal: Increase met/exceeded on CAASPP from 87% to 88%

Met? No. Actual: 86%

Hypothesis: Limited focus on math in last year's Site Plan.

Major Actions	Effectiveness
Individual instructional coaching in math when needed.	Varies depending on teacher/grade level. Overall flat.
Data-driven release day analyses of math performance on district benchmark exams	Next steps based on data were not fully followed-up on.

Academic Achievement - Math

2018-19 Goal: Increase met/exceeded on CAASPP from 86% to 88%.

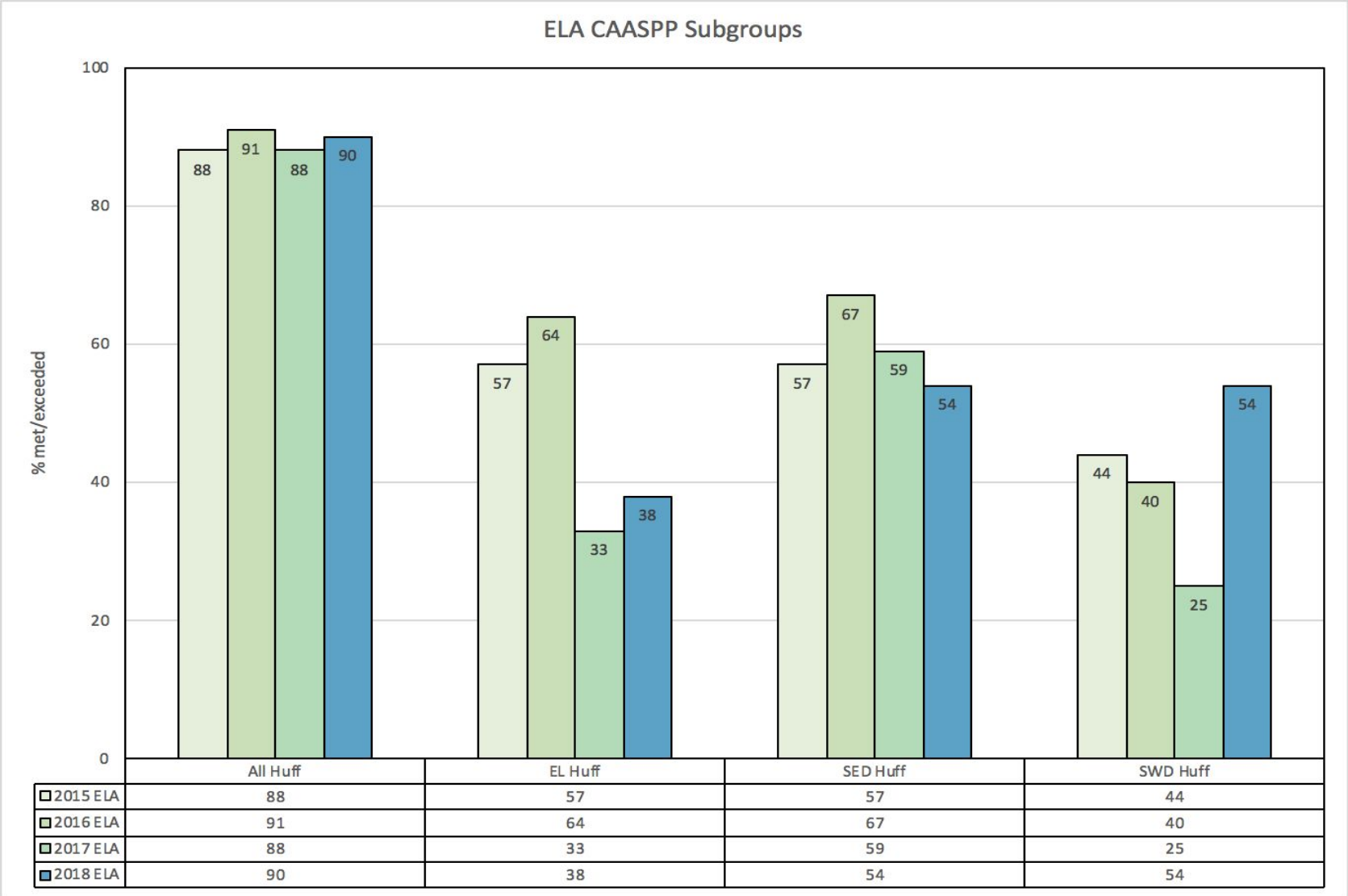
Key Strategies: Language objectives accompany every math content objective in lessons; Professional development on checking for understanding in math; deliberate fluency practice in all grades.

Total Expenditures: (Part of the \$11,000 for after school tutoring)

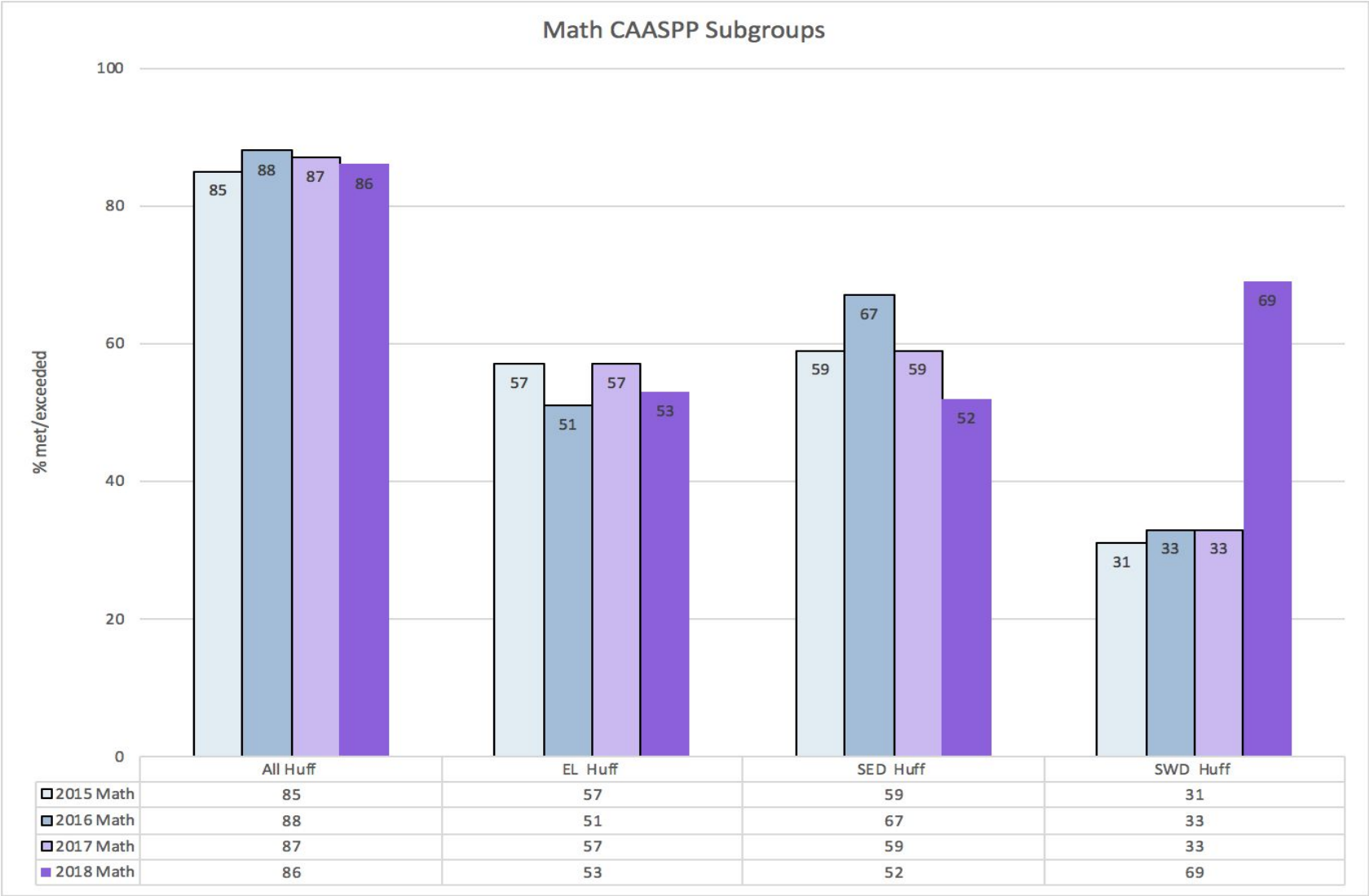
Academic Achievement - Math

Key Actions	Rationale
Language objectives in every math lesson: taught and checked for understanding.	Focus on attaining content and language objectives in math should improve student skills.
Develop and implement plans for developing fluency with basic math calculations.	Our students must have a strong foundation for future math learning.

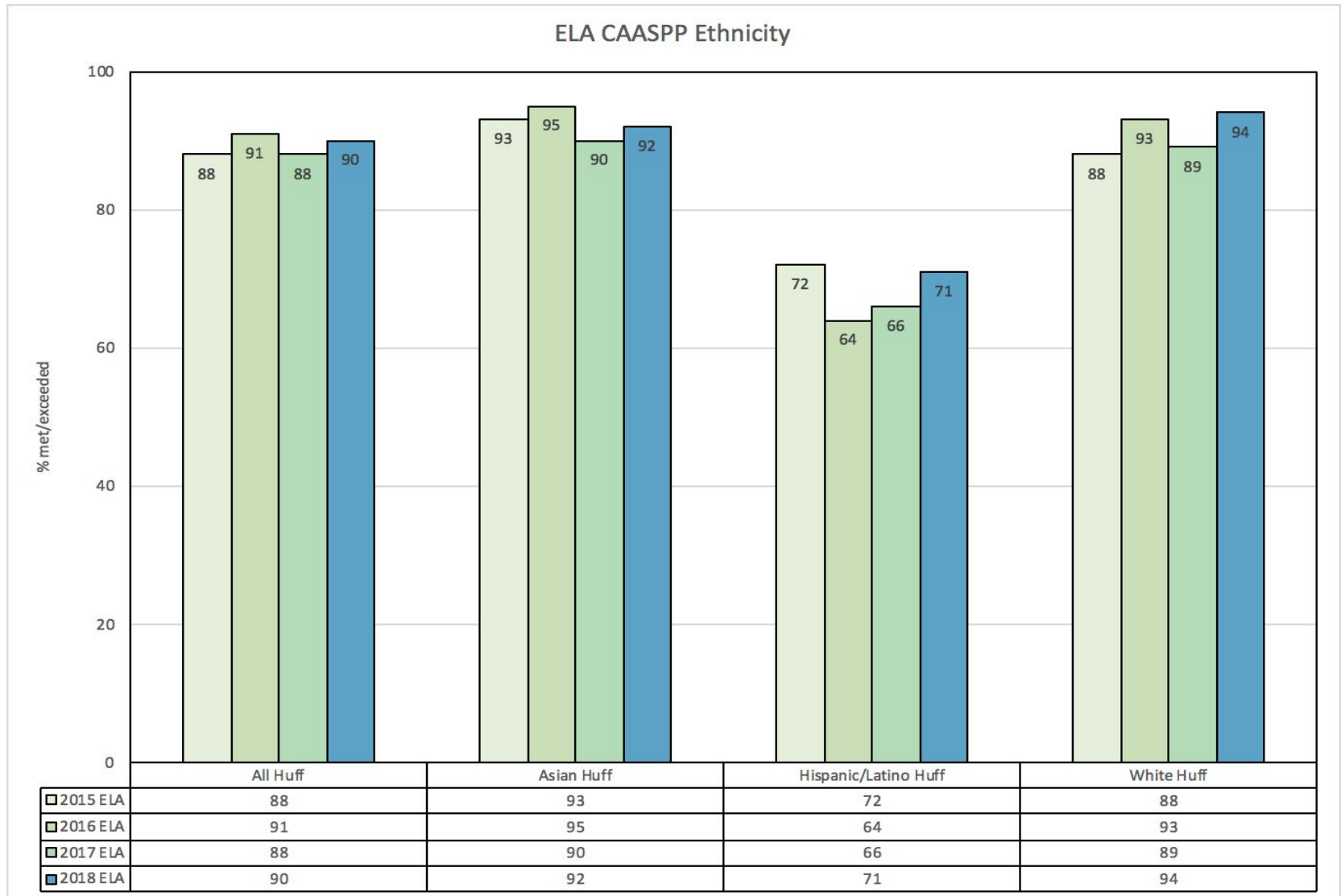
Academic Achievement - ELA by subgroup



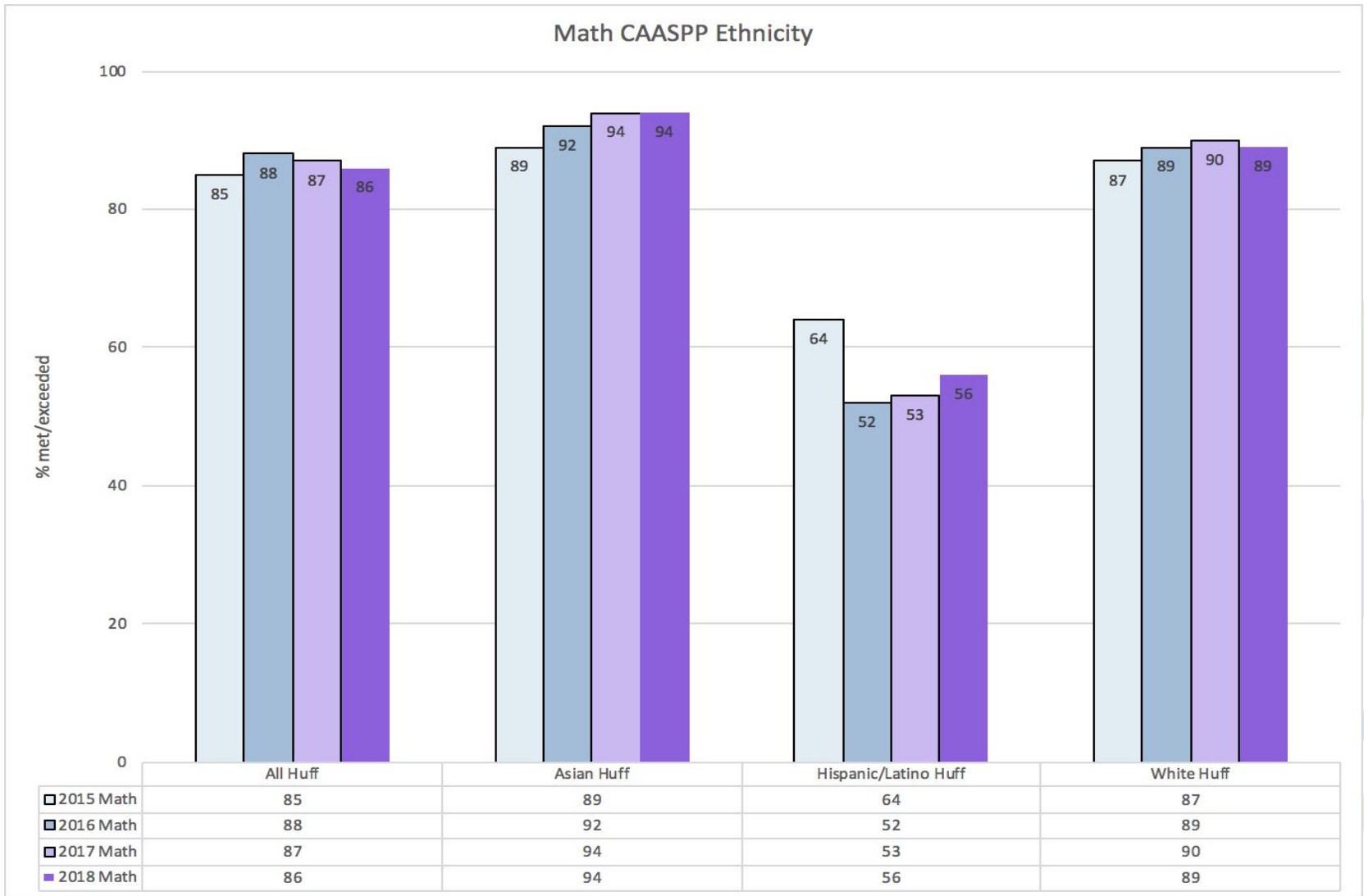
Academic Achievement - Math by subgroup



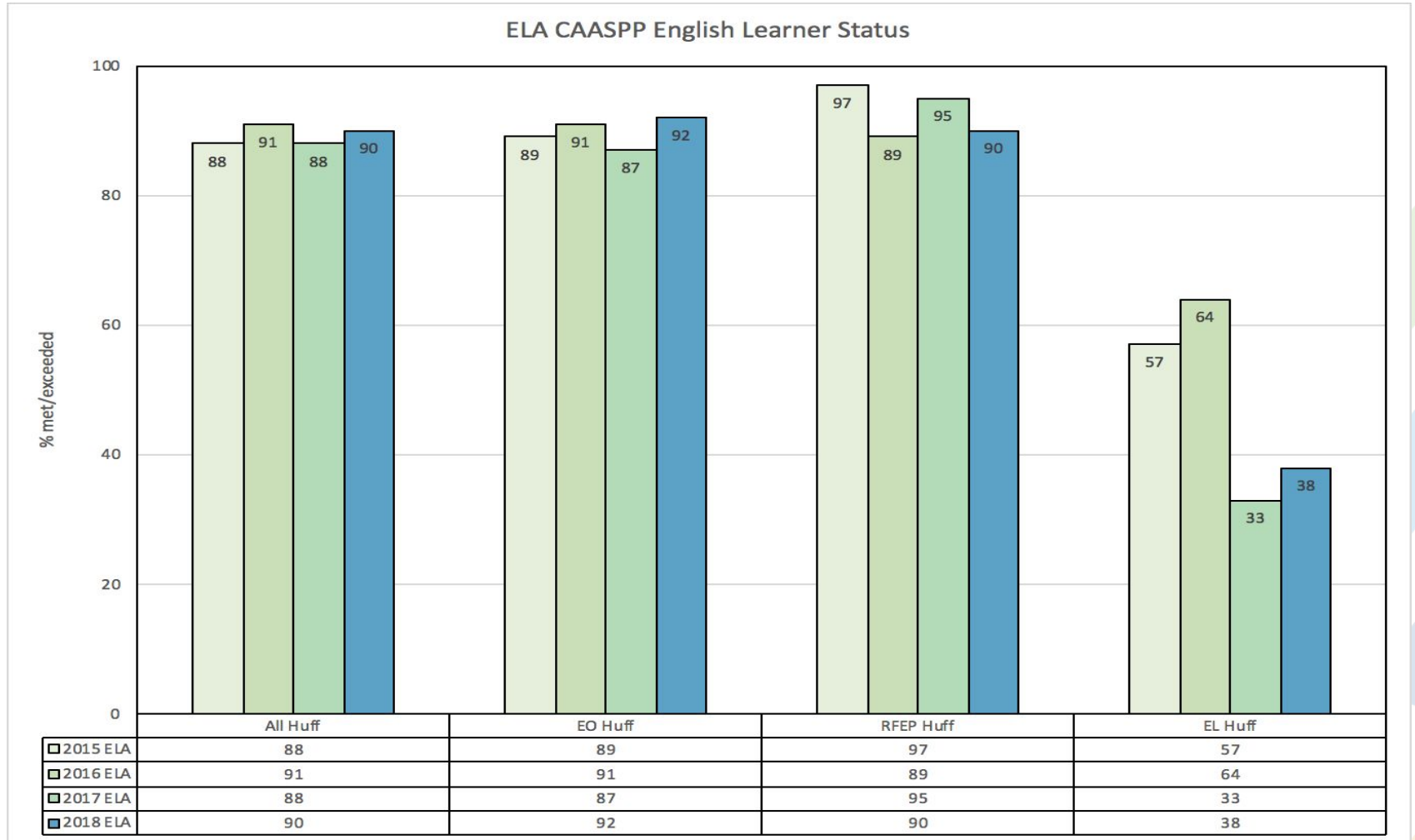
Academic Achievement - ELA by ethnicity



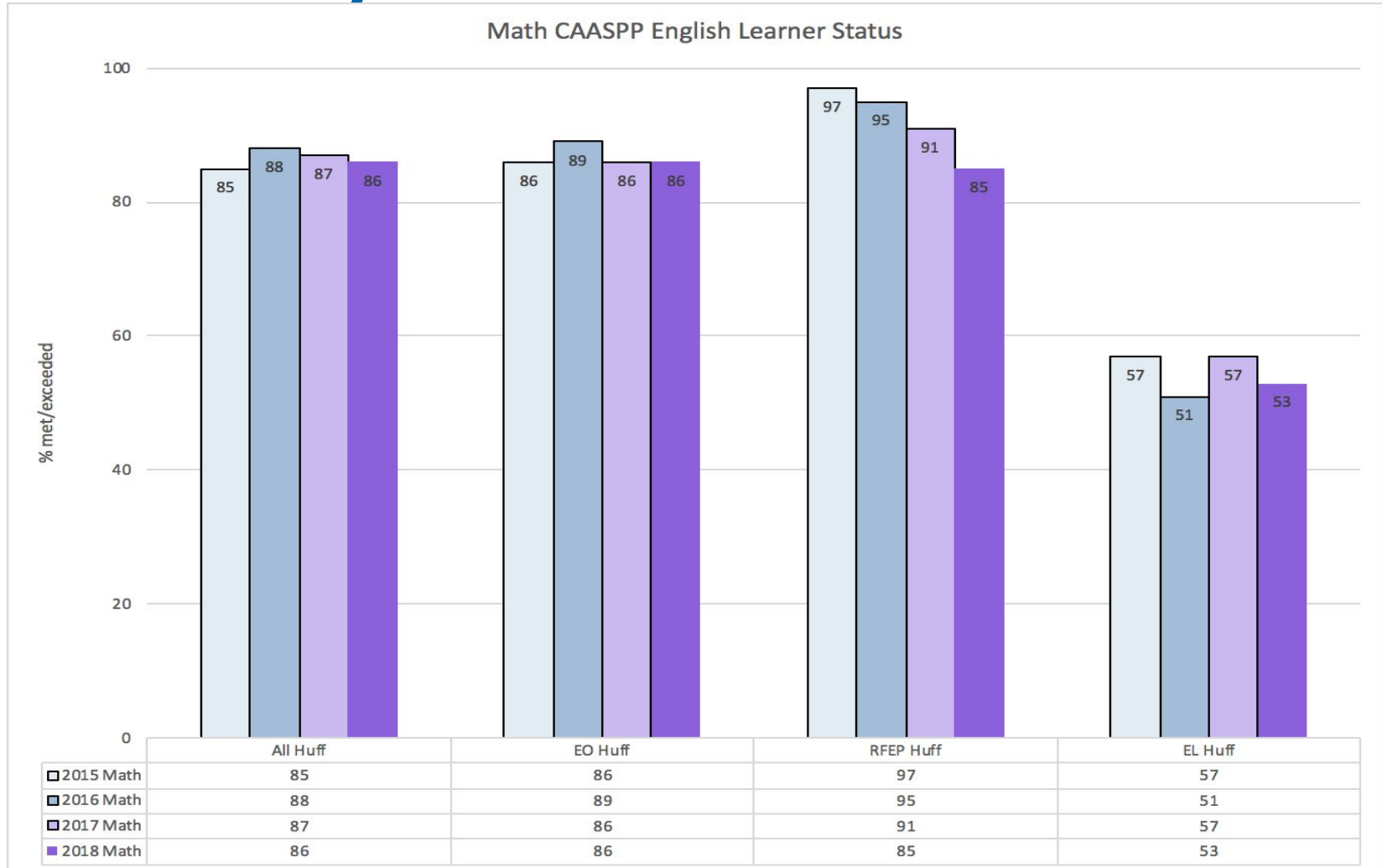
Academic Achievement - Math by ethnicity



Academic Achievement ELA - by English Proficiency



Academic Achievement Math - by English Proficiency



Reclassification Rates

Year	Huff
2015 RFEP	31.40%
2016 RFEP	37.50%
2017 RFEP	26.90%
2018 RFEP	34.40%

Achievement Gap

2017-18 Goal: Reduce the number of at-risk of becoming LTELs from 2 to 0.

Met? No. Reduced from 2 to 1.

Hypothesis: SIOP implementation year one, Target students identified for first time, ELs with disabilities present multi-layered challenges.

Major Actions

Effectiveness

Applied SIOP techniques, especially in Science and Social Studies

Somewhat effective - student reflections on learning show modest improvement over the course of a year.

Target students identified, teams problem-solved individual issues, teachers focused instruction for their needs.

Somewhat effective - increases in EL and SWD performance.

Saturday Academy for ELs.

Somewhat effective - one out of two at-risk of become LTELs who attended this achieved reclassification.

Achievement Gap

2018-19 Goal: Reduce the number of at-risk of becoming LTELs by at least one.
Increase the % of RFEPs meeting/exceeding standards in ELA CAASPP from 90% to 91%

Key Strategies: Apply SIOP; Saturday Academy; Planning checks for understanding and differentiation for at-risk groups

Total Expenditures: \$43,450

Achievement Gap

Key Actions	Rationale
Apply SIOP techniques, especially language objectives in Math	ELs struggle with word problems in math and explaining their thinking
Saturday Academy	At-risk groups need additional small-group learning time outside of the school week.
Planning checks for understanding and differentiation	At-risk groups' needs have to be targeted multiple times daily.

Human Capital

2017-18 Goal: Increase common planning around pacing guides and focus on results of teaching.

Met? Yes. Evidence in collaboration notes, release day notes

Hypothesis: Expectations were explained repeatedly and supported. Agendas of various meetings focused on data/results.

Major Actions

Effectiveness

Reinforced following pacing guides with fidelity.

Effective - most grade levels stayed on pace all year.

Reinforced and monitored examination of results during meetings.

Effective - asking leading questions about collaboration notes led to more accountability about results.

Developed consistent routines around Target Students and Kid Talks

Effective - teachers reported feeling supported and productive during group discussions about how to support individual students.

Human Capital

2018-19 Goal: Staff demonstrate improved understanding and implementation of district- and site-initiatives (SIOP, RTI, Roadmap to Capstone/PBL) as measured by a pre- and post-survey.

Key Strategies: Professional Development and Coaching

Total Expenditures: No additional expenditures.

Human Capital

Key Actions	Rationale
Teachers participate in coaching monthly.	Improving practice through coaching and reinforcement and new ideas for implementation of initiatives.
Professional Development for teachers on PBL, RTI, and SIOP	Reinforcing new teacher learning, setting expectations, providing supports, and sharing ideas.
Professional Development for classified staff on the Roadmap to the Capstone.	All members of staff should know the direction of the school.

Attendance and Suspension

	Attendance	Suspension
2014-2015	97.08%	10
2015-2016	97.21%	12
2016-2017	96.67%	13
2017-2018	96.92%	5

Inclusive and Supportive Culture

2017-18 Goals: The number and quality of celebrations of diverse languages and cultures Huff will be increased compared to 2016-17.'

The number of suspensions will be reduced by 25% as compared to 2016-17.

Met? Yes. Daily celebrations of diverse languages on morning announcements; Multicultural Festival in February. Suspensions went down from 13 to 5.

Hypothesis:

We planned and implemented celebrations of diverse cultures.

Alternative corrective actions were taken instead of suspension.

Major Actions	Effectiveness
Planned and implemented celebrations of diverse cultures: Multicultural Festival, multilingual greetings in daily announcements.	Not measured, but efforts were generally well-received.
Used alternative corrective actions such as detention (during and after school) and community service instead of suspension.	Behavior was improved without the need for as many suspensions.

Inclusive and Supportive Culture

2018-19 Goals:

- Maintain attendance at 97% or better.
- Reduce suspensions to move from "Orange" to "Yellow" or "Green" on the California State Dashboard
- Increase the total number of volunteer hours logged by 5% from 2017-18.

Key Strategies: Consistent communications home about attendance. Devising a social-emotional learning plan and using alternatives to suspension. Promoting involvement of students and parents by removing barriers.

Total Expenditures: \$3928

Inclusive and Supportive Culture

Key Actions	Rationale
Send regular reminders home about attendance and discourage out of town trips during school days.	Minimize the number of days students are not in school in order to ensure maximum exposure to learning opportunities.
Implement student town halls/student council	Increase adult awareness of issues pertinent to students and empower students to promote the change they need.
Remove barriers for participation in after school events and volunteering.	Increase the likelihood of active participation by parents.

Reflections

<p>What worked? RTI, PBL</p>	<p>Why? We invested significant time and effort to support these initiatives.</p> <p>We have a clear vision for and models of success.</p>
<p>What didn't work? At-risk populations can still be served better.</p>	<p>Why? More investment of time and effort is needed to reach those with more challenges.</p> <p>Our non-at risk populations are in the majority and our attention is divided.</p>
<p>What changes are you going to make?</p> <ul style="list-style-type: none">• Better balancing of time and resources spent on enrichment versus intervention.• Continue addressing the needs of the most at-risk, increasing resources, support, and accountability for this area.	

Questions?

