



Mountain View
Whisman
School District

Huff Site Plan

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Mountain View
Whisman
School District

The story of Huff

Demographics

These are the students we serve:

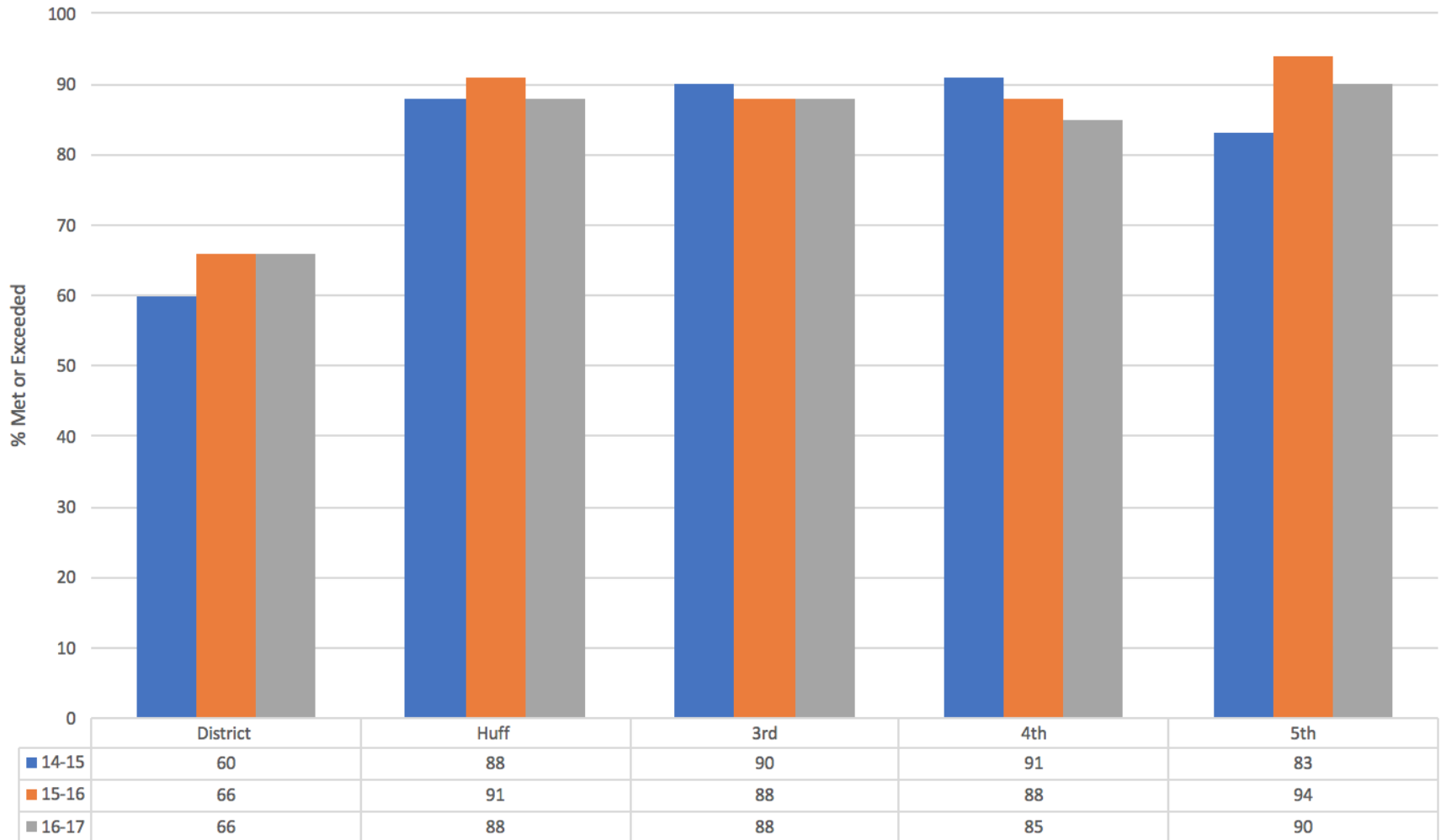
	2014-2015	2015-2016	2016-2017
English Learners*	19.2%	18.2%	16.3%
Reclassified Fluent English Proficient*	10.1%	10.0%	10.7%
SocioEconomically Disadvantaged	8.7%	7.0%	7.0%
Students with Disabilities	4.5%	4.7%	4.4%
White	39.8%	39.2%	40.0%
Asian	29.8%	31.5%	33.6%
Hispanic/Latino	11.8%	10.7%	10.0%
Total Enrollment	583	572	572

Huff Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	15%	9%	7%
Reclassified Fluent English Proficient*	18%	18%	18%
SocioEconomically Disadvantaged	8%	5%	8%
Students with Disabilities	5%	6%	6%
White	42%	44%	41%
Asian	32%	30%	30%
Hispanic/Latino	11%	9%	11%
Total Enrollment	284	280	281

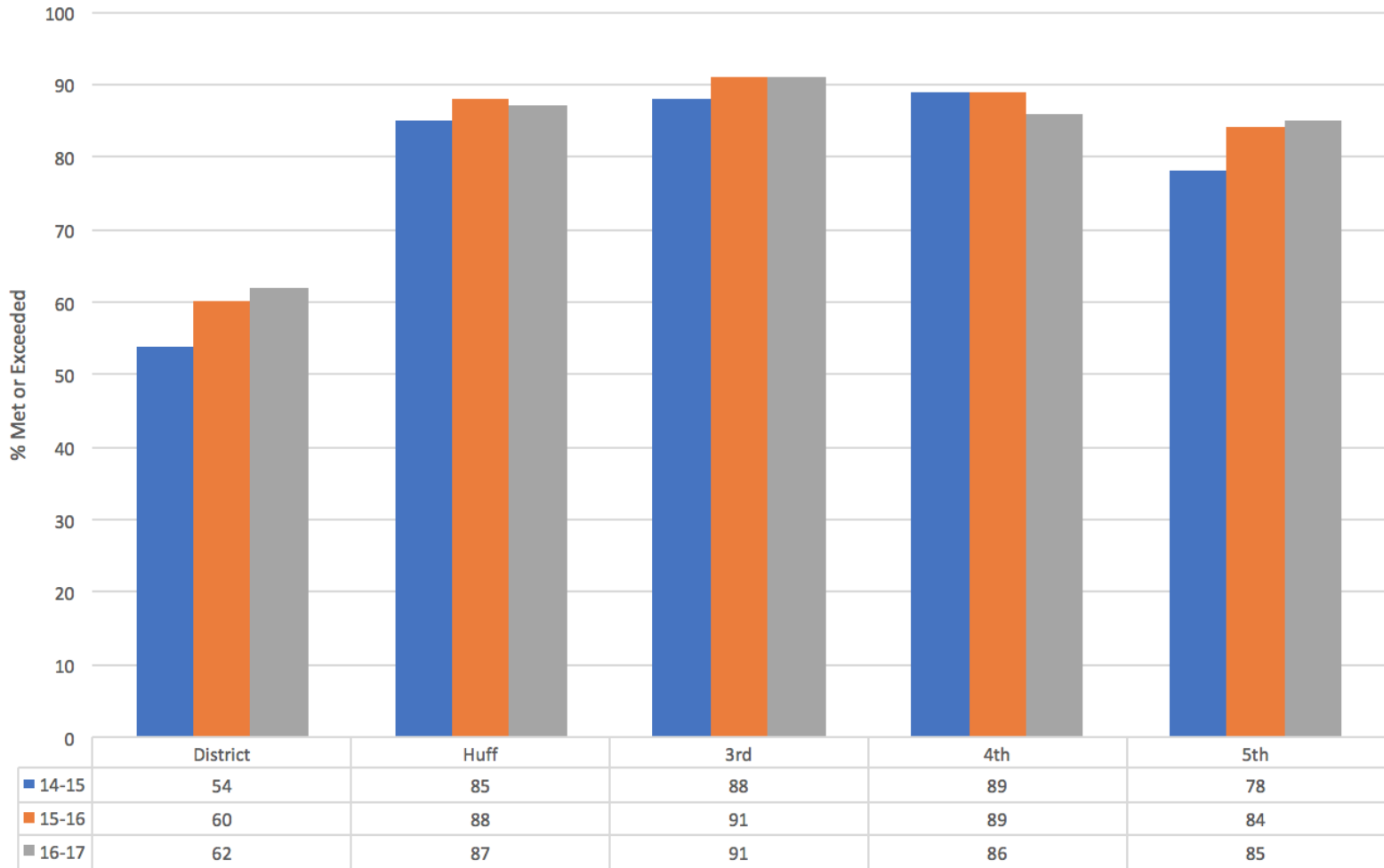
CAASPP - ELA by grade level

CAASPP ELA by Grade



CAASPP - Math by grade level

CAASPP Math by Grade



Academic Achievement

Overall Grade Level Data Trends

- We had a slight decline overall in ELA: -2.6%
- Overall 88% of students met/exceeded standard in ELA
- There were slight declines in grades 4 and 5
- Grade 5 highest percentage of students meeting/exceeding standard at 90%

- Less than 1% decline in math.
- In Math, Grade 5 saw slight increases while Grade 4 saw a 3% decline.

Academic Achievement - ELA

2016-17 Goal - Increase from 91% to 92% met/exceeded

Met? No - Decreased by 2.6%

Contributing factors could include...

- New curriculum
- Need for additional training
- Lack of pacing guides
- Lack of accountability
- Staffing changes in 4th grade

Academic Achievement - ELA

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

Key Strategies - Professional Development, Coaching, Increased use of data, and RTI

Key Actions	Expenditures
Adhere closely to new district-wide pacing guides for ELA.	No expenditures, part of regular staff responsibilities.
Engage in ongoing professional development on Project-Based Learning	\$5200 for County PBL Symposium for teacher leaders
Design and implement Response to Instruction (RTI) process within the context of Project Based Learning (PBL)	\$4500 for release time for teacher teams to plan RTI-PBL
Conduct data-driven Kid Talk meetings.	\$1000 for roving subs and participation of intervention teachers.
Provide intensive small group instruction for at-risk groups to support foundational skills	\$5,000 for intervention teacher
Provide after school tutoring for key students	\$2,500 for teacher overtime
Conduct regular classroom walkthroughs	No expenditures, part of regular staff responsibilities.
Mountain View Whisman School District Participate regularly in instructional coaching	No expenditures, part of regular staff responsibilities.

Academic Achievement - Math

2016-17 Goal - Increase from 88% to 89% met/exceeded

Met? No - Decreased by 0.3%

Contributing Factors

- Professional Development and support focused primarily on ELA
- Pacing guides provided, but not followed
- Lack of accountability
- Staffing changes in 4th grade

Academic Achievement - Math

2017-18 Goal - Increase from 87.4% to 88.7% met/exceeded

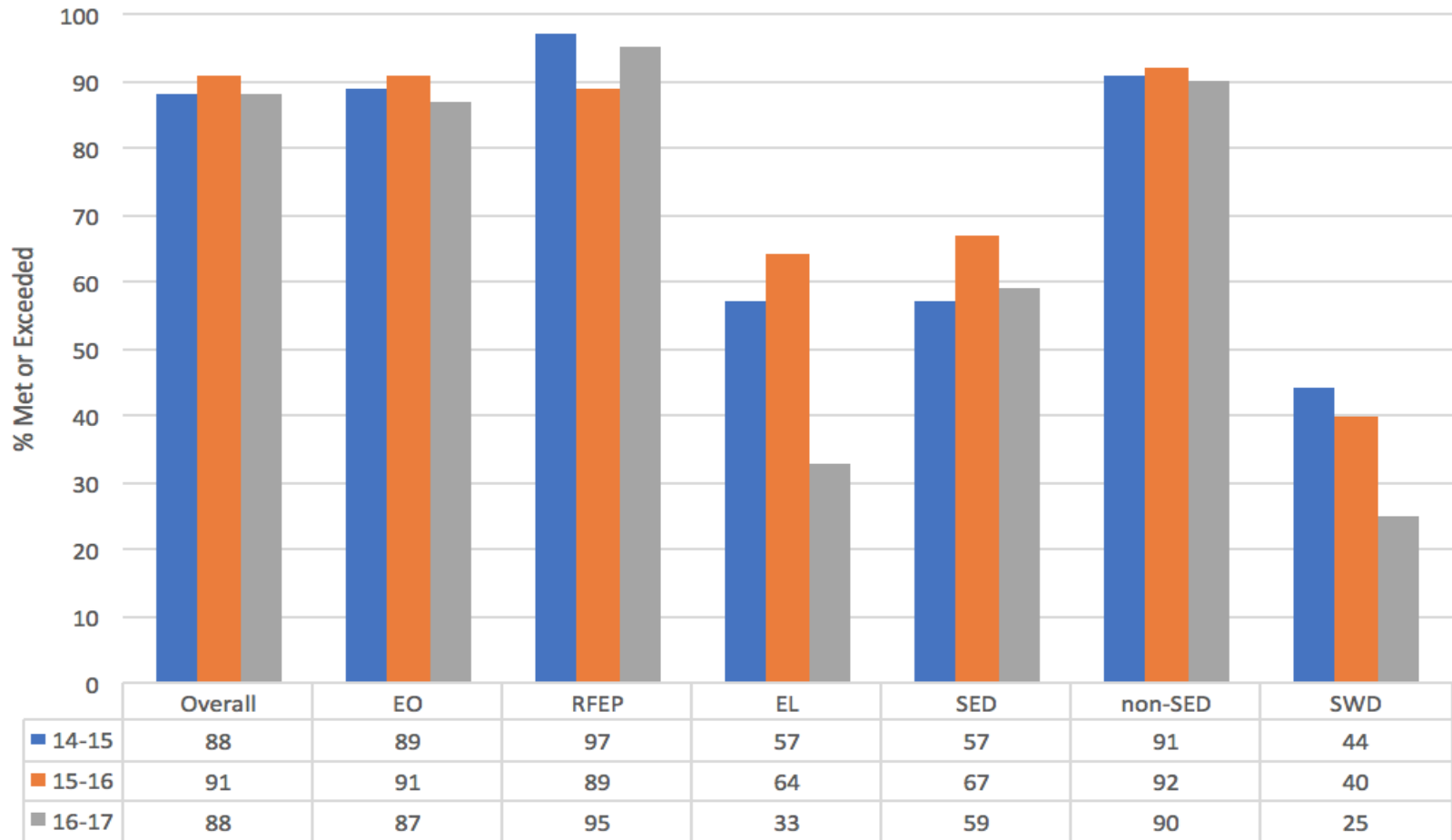
Key Strategy - Professional Development and coaching

Key Actions	Expenditures
Adhere closely to new district-wide pacing guides for Math.	No expenditures, part of regular staff responsibilities.
Conduct data-driven Kid Talk meetings.	\$1000 for roving subs and participation of intervention teachers.
Provide intensive small group instruction for at-risk groups to support foundational skills	\$5,000 for intervention teacher
Provide after school tutoring for key students	\$2,500 for teacher overtime
Conduct regular classroom walkthroughs	No expenditures, part of regular staff responsibilities.
Participate regularly in instructional coaching	No expenditures, part of regular staff responsibilities.

CAASPP - ELA by Subgroup

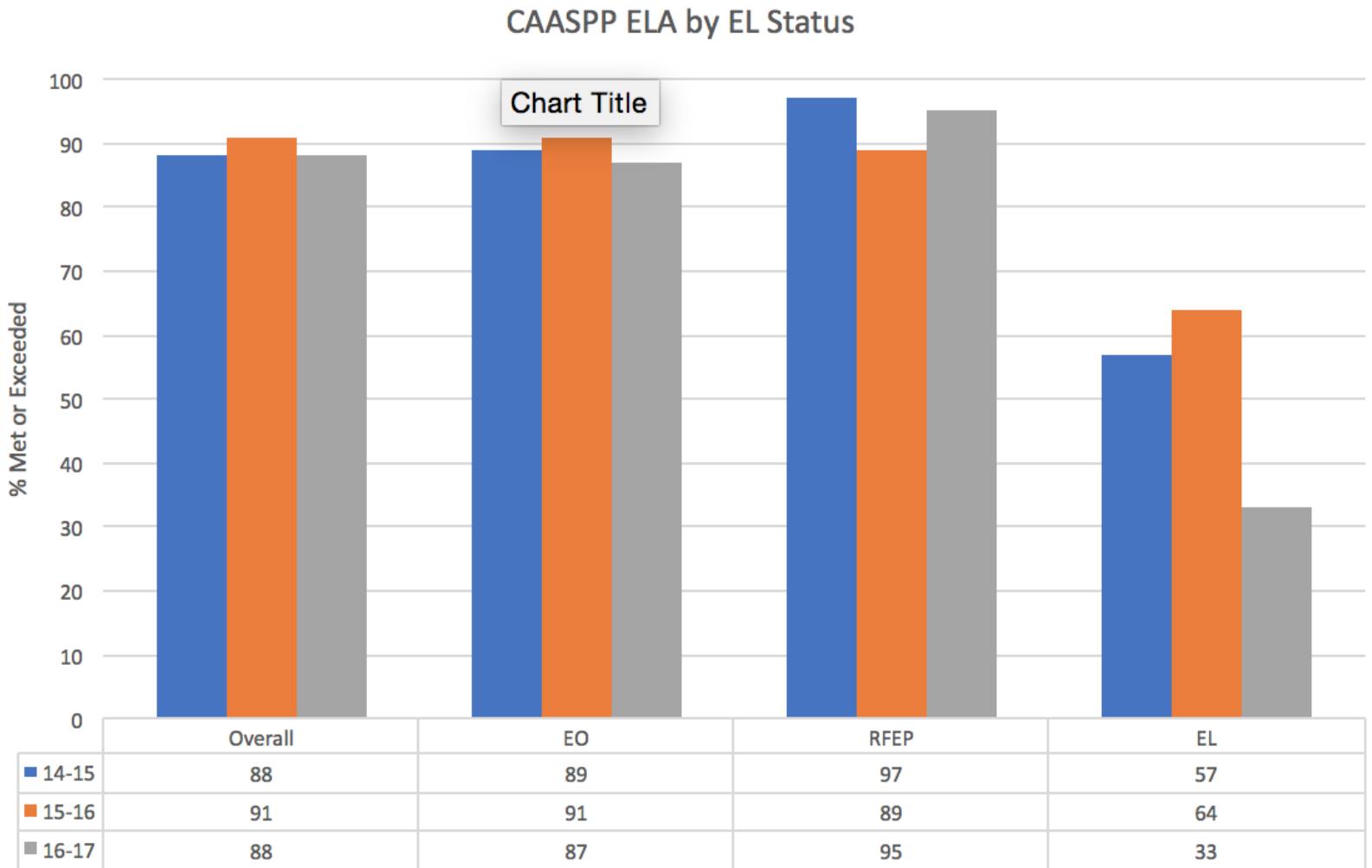
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)

CAASPP ELA by Subgroup



CAASPP - ELA by English Learner Status

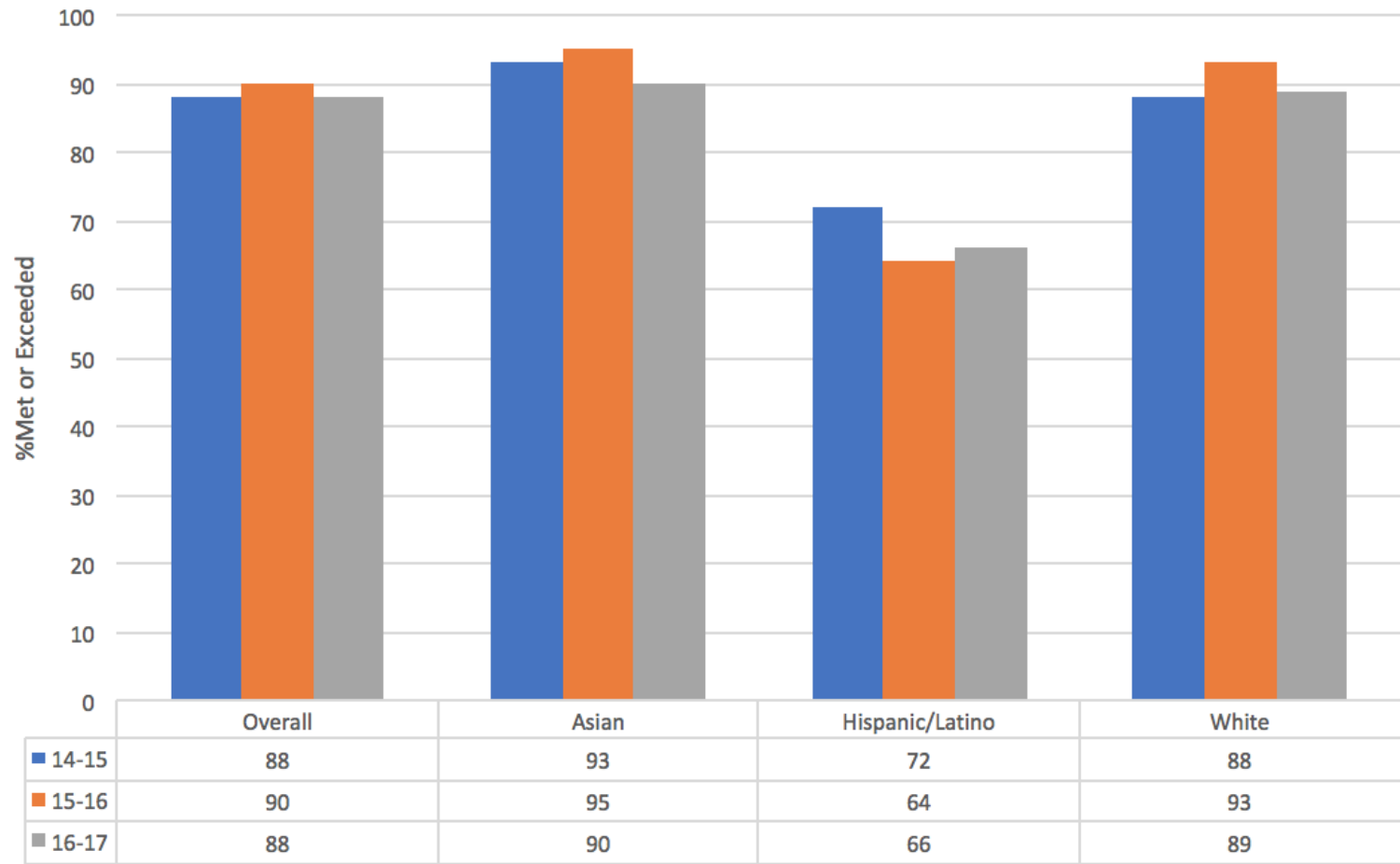
(EO, RFEP, EL, LTEL)



CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)

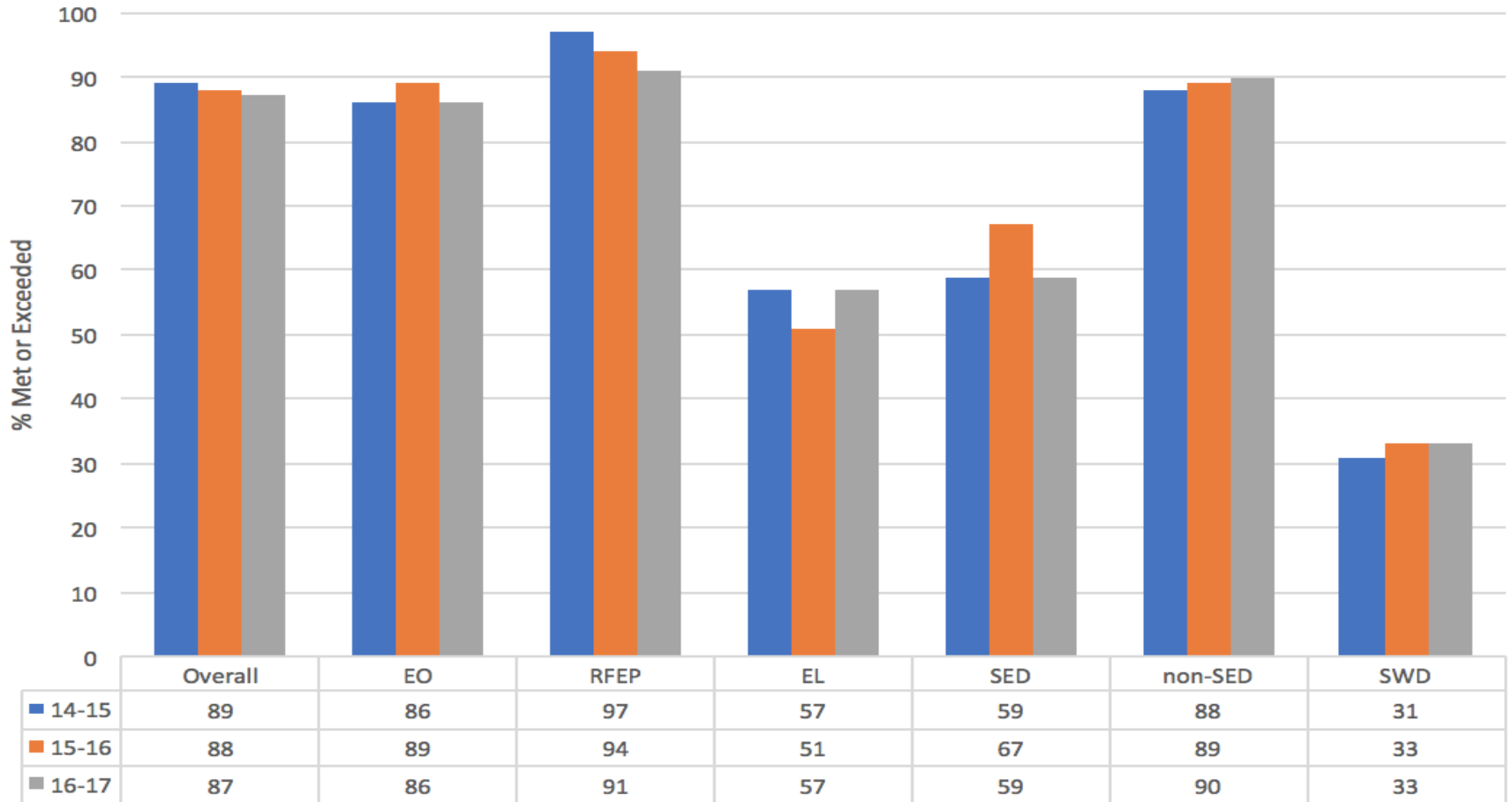
CAASPP ELA by Ethnicity



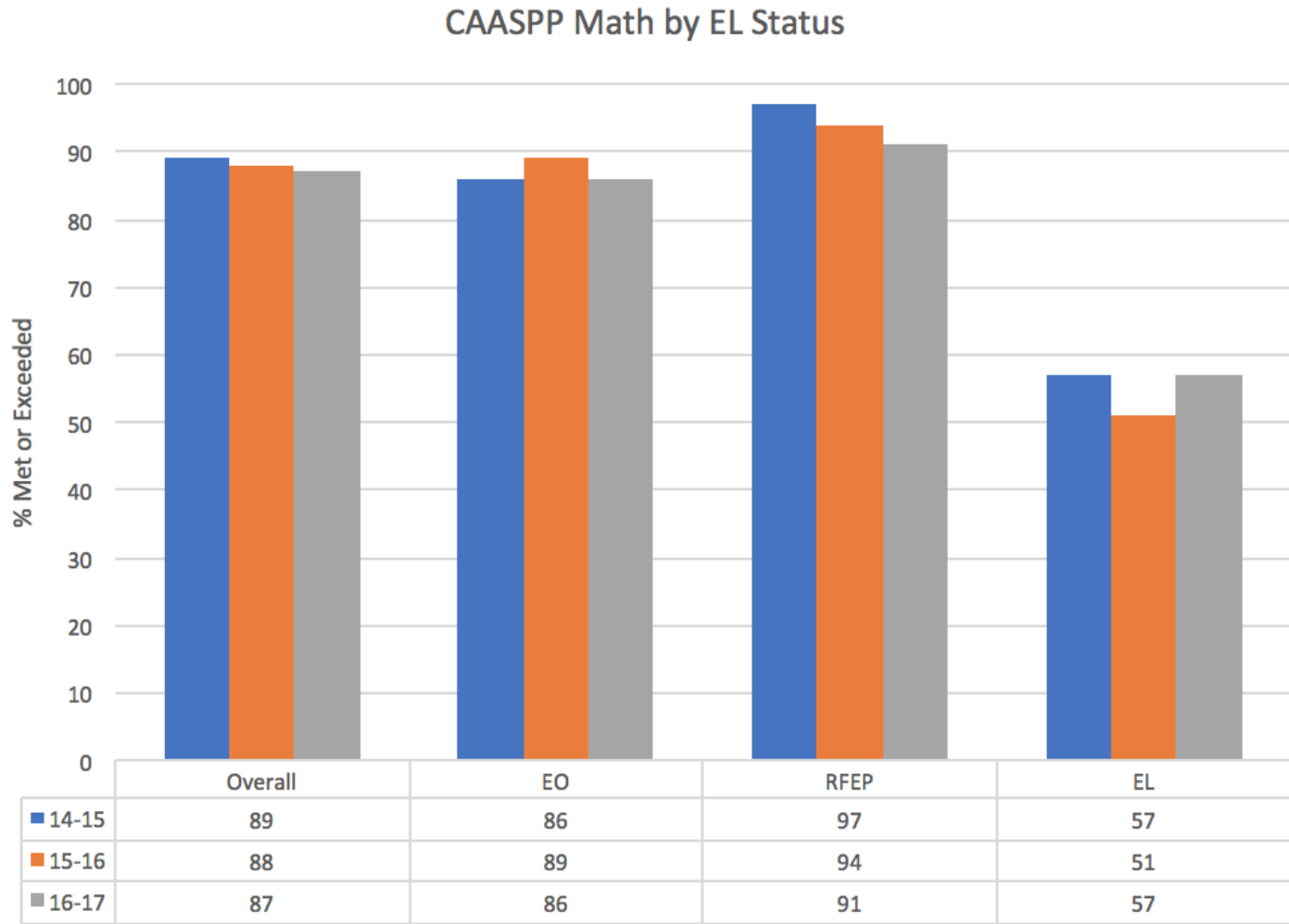
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)

CAASPP Math by Subgroup



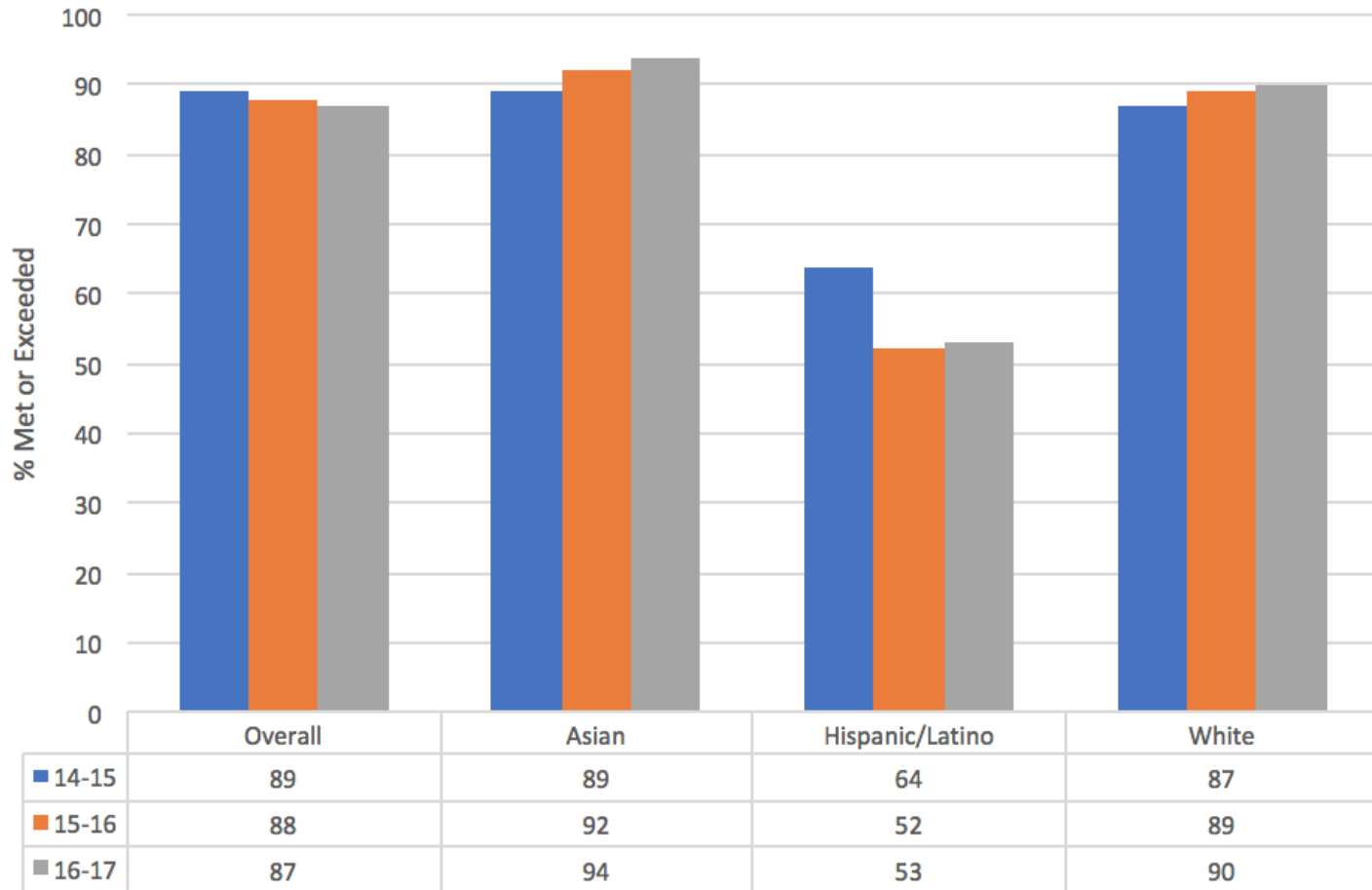
CAASPP - Math by English Learner Status (EO, RFEP, EL)



CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)

CAASPP Math by Ethnicity



Reclassification

2014-15: 22%

2015-16: 22%

2016-17: 27%

Source: DataQuest

At-risk LTELs 2017-18: 2

Closing the Achievement Gap

Subgroup Trends

- Fewer ELs met or exceeded standard this year: down from 64% to 33% in ELA.
- EL subgroup is a moving target
- 7% increase in ELs in Math
- RFEP results remain strong and exceed those of EOs
- Hispanic/Latinos showed a slight increase in math
- Students with disabilities maintained the same level in math

Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 64% to 71% in ELA and from 51% to 60% in math.

Met? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased to 33% and increased in math to 57% only.

Contributing Factors

- Teachers still learning how to best use the new ELA-ELD curriculum.
- The English Learner subgroup is an ever changing group of students
- Only students who have not yet demonstrated proficiency in language and content are considered English Learners. Once they demonstrate proficiency, they are reclassified and exited from the subgroup.
- Explicit language development must be included and monitored in student instruction

Closing the Achievement Gap

2017-18 Goal - Reduce the number of At Risk LTEL from 2 to 0

Key Strategy - Sheltered Instruction Observation Protocol (SIOp) ,Response to Instruction (RTI)

Key Actions

Expenditures

Apply four key Sheltered Instruction Observation Protocol techniques with a focus on Science and Social Studies

No expenditures, part of regular staff responsibilities.

Conduct SIOp implementation walkthroughs

No expenditures, part of regular staff responsibilities.

Create, collect, and analyze portfolio artifacts from Project Based Learning to demonstrate growth, especially among at-risk populations.

No expenditures, part of regular staff responsibilities.

Provide ELD pull out intervention for newcomers and grades 3-5

\$19,000 for intervention teacher

Provide Saturday school for struggling, soon-to-be Long Term ELs

\$3,000 for teacher overtime

Participate in instructional rounds for SIOp professional learning

\$5,000 for release time for all teachers to visit each other's classrooms

Human Capital

2016-17 Goal:

Increase in the “Focus on Results” and “Collaborative Team” elements of a PLC

Met? - Yes, based on comparison of staff pre- and post-assessments

Contributing Factors

- Clear and consistent expectations for teacher collaboration, including agenda and notes from each session.
- PD on how to write Common Formative Assessments and analyze data from CFAs
- Focus on creating and maintaining norms and fostering productive conflict
- Instructional Coach supports through direct coaching, participation in teacher PLCs, and facilitation of release days.

Human Capital

2017-18 Goal

By May 2017, evidence common planning around district pacing guides and a focus on results/data will be present in all teacher collaboration and release day documentation.

Key Strategy:

Common planning around pacing guides and focus on the results of teaching.

Key Actions	Expenditures
Focus on pacing guide as regular part of planning and collaboration	No expenditures, part of regular staff responsibilities.
Identify specific target students in class and know how to analyze their needs and respond to them.	No expenditures, part of regular staff responsibilities.
Monitor collaboration notes for focus on results and provide feedback/training when needed.	No expenditures, part of regular staff responsibilities.
Provide ongoing data-driven coaching in math, including data meetings during release days	No expenditures, part of regular staff responsibilities.

Attendance and Suspension

Attendance Rates

2015-16: 97.14

2016-17: 96.57

2016-17 Suspensions: 13

Inclusive and Supportive Culture

2016-17 Goals:

1. All staff and students will show evidence of positive Growth Mindset changes.
2. Attendance and participation at ELAC meetings will be maintained at the same levels as the September meeting

Met? Yes, based on comparison of GM pre- and post-assessment and ELAC sign in sheets

Contributing Factors

- Regular efforts to promote Growth Mindset: Morning announcements, quotes of the week, Week of Inspirational Math, Design Challenges
- Consistent, dogged efforts to get parents to attend ELAC meetings: food, speakers, multiple invitations, encouragement at the meetings.

Inclusive and Supportive Culture

2017-18 Goal

By May 2018

- 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.

Key Strategies:

- Plan and deliver a festival of cultures and languages with the help of the English Learner Advisory Council and the Parent Teacher Association.
- Engage in a book study on how to work with the most behaviorally-challenging students.

Key Actions	Expenditures
Weekly morning announcements include greeting in a language spoken at Huff and related "Did you know?" facts.	No expenditures, part of regular staff responsibilities.
Host cultural inclusion event co-sponsored by ELAC and PTA	\$500 for food and supplies
Engage in Book Study: Lost at School	\$400 for books
Collect end of year data on referrals and suspensions, compare to data from previous year, reflect, and plan for 18-19	No expenditures, part of regular staff responsibilities.

Questions?

