

Bubb Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 43695916047955

County: Santa Clara

District (Local Educational Agency): Mountain View Whisman

School: Bubb Elementary School

Demographics

Enrollment: 583 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Benjamin Bubb Elementary School is a wonderful place to learn and grow. Our mission is to inspire, prepare, and empower every student. Our vision is to be a safe, engaging, growth-oriented learning community where everyone collaborates, perseveres, and thinks critically. We are continually building inclusive partnerships with all groups in our community. We make every effort to create a safe, challenging, and engaging environment while communicating high expectations clearly and frequently. The Bubb Elementary School staff is committed to offering an exemplary program for all students through high quality instruction, inclusive practices, collaboration, and ongoing professional learning.

Bubb Elementary School is located in Mountain View, CA, a suburban community of 78,000. We draw our students from a diverse socio-economic population in apartments, multiple family units, and private homes. Of our 583 students, 20% identify as Asian, 38% as white, 24% as Hispanic/Latino, and 17% as two or more races. 18% of our students are English Language learners; our students and their families speak over 24 different languages. 19% of our students are socio-economically disadvantaged, while

5% of our students have disabilities. Our unique and diverse student body provides a perfect environment for students to learn about inclusion, respect, and the value of differences. It also provides teachers the opportunity to differentiate instruction, collaborate with colleagues, employ culturally responsive strategies, and leverage community and family support to meet the needs of all of our diverse learners.

Bubb Elementary prides itself on its positive school climate. Students and staff know what it means to be a lifelong learner and embody a growth mindset. Our students persevere through challenges and engage in productive struggles in our classrooms, in our Lightbulb Lab (our makerspace), and through our schoolwide mathematical Problem of the Month. Our teachers work tirelessly to improve their practice. Teachers collaborate with our instructional coach and teacher colleagues to receive feedback on their teaching, to review data, to lesson plan in response to that data, and to engage in vertical articulation. We have studied brain-compatible teaching and align our instructional strategies with the Information Processing Model.

Bubb Elementary benefits greatly from the involvement of our families. We have a very active PTA whose fundraising efforts provide students with enriching experiences that extend learning beyond our classroom walls. Our English Language Advisory Committee plays an active role in advocating for English learner families. ELAC also partners with our School Site Council to ensure English learners are supported through our site plan and with our PTA to bring multicultural events and celebrations to all Bubb families.

Model Program and Practices

Name of Model Program/Practice: Second Chance Teaching and STEAM

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development, Science, Technology, Engineering, and Mathematics

Target Population(s): Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Rtl at Bubb means targeted instruction through Second Chance Teaching. Prior to teaching a unit, grade level teams identify essential standards and develop a common formative assessment. Towards the end of each 3–5 week unit, students are assessed for their level of understanding. Based on the data, students are placed into a Second Chance Teaching group--either to receive additional instruction so they can master the

unit's standards, or additional enrichment so they can delve deeper into the unit's standards. Two full-time STEAM teachers provide hands-on Science to reduce class size, while the classroom teacher provides Second Chance Teaching with a smaller group of their students. By the end of each week, each Bubb student will have participated in daily first teaching, as well as two periods of Second Chance Teaching with their classroom teacher and two periods of science with a STEAM teacher.

We developed our Second Chance Model in response to several factors:

- Our prior strategy for supporting students was a pull out intervention model. In studying longitudinal data, we found that this strategy was not supporting student growth; in fact, because students were being pulled out of first teaching to receive intervention, their achievement gap actually widened over their career at Bubb. Additionally, because the same small group of students were being pulled every year, students developed a fixed mindset that they were unable to learn.
- At the same time, the majority of our students exceeded standards on the SBAC. We were teaching students to persevere through challenges, but many of our students never engaged in a productive struggle because the classwork was not challenging enough.
- We were administering formative assessments and analyzing data; however, our school day and our pacing did not allow us to act on this data.
- We learned that students have different retrieval and processing speeds. Students are labeled “slow learners” because we have artificially set a timeline in which they need to master standards. Some students need more time that we were not providing.
- In the span of a few years, we were learning about new math and ELA/ELD standards, and implementing new curriculum. Our students were not getting as much hands-on science as they deserved.

Our Second Chance model addresses these factors in the following ways:

- During the Second Chance teaching block, first instruction stops so that knowledge gaps don't keep growing.
- Every student receives Second Chance and the groups are flexible, leading to the mindset that all of us have a jagged learning profile. All students are given the time and opportunity to persevere through challenges--sometimes receiving additional instruction, sometimes going deeper into the standards and getting enrichment.
- Two full time STEAM teachers have the knowledge and planning time to implement a rich, hands-on STEAM curriculum so that every student receives NGSS aligned science instruction.

Implementation and Monitoring

The Bubb staff has engaged in extensive professional learning in order to design and implement Second Chance Teaching:

- **Professional Learning Communities:** Through a summer institute, the principal, instructional coach, and a team of teachers received an overview of PLCs. Over the course of the first trimester of school, we followed a “learn by doing” model. We learned about one element at a time during staff meetings (identifying essential standards, developing common formative assessments, analyzing data, creating flexible groups, assessing growth), implemented that element for several weeks, reflected, and then learned about the next element. After we completed our first cycle, we revisited each element to deepen our understanding.
- **Instructional Coaching:** Grade level teams have regular release time to collaborate with the coach to review data and plan upcoming units. Teachers also receive in-situational coaching to refine teaching practices during Second Chance Teaching.
- **How the Brain Learns, Mindsets in the Classroom, Mathematical Mindsets:** Over the course of several summers, Bubb teachers have engaged in several book studies. As we continue to build new systems and learn new strategies, we reconnect back to the ideas from these books.
- **Vertical articulation:** During staff meetings, we take an essential standard and study how the standard builds through the grade levels. Each grade level reports out on which pieces they “own” as well as the language and strategies they use. This articulation has helped teams have more focus in first teaching and design better common formative assessments.
- **Next Generation Science Standards:** Our STEAM teachers have worked with the county office to understand NGSS. They collaborate regularly with our coach and our district’s science coach to implement NGSS curriculum and incorporate engineering, art, and math into their instruction.

We assess and monitor the effectiveness of instructional learning activities through:

- Principal classroom walkthroughs
- Review of Second Chance Teaching data
- Reflection and collaboration with grade level teams and instructional coach

Parents are engaged with our Second Chance Teaching and STEAM programs in a variety of ways:

- Parents are invited to participate in the STEAM program. Some parents volunteer on a regular basis while others support during special engineering challenges or labs.

- Parents receive periodic updates about STEAM and Second Chance Teaching at monthly principal's coffees, in our school bulletin, and at PTA meetings.
- Parents and community members review and analyze data about the programs at School Site Council and ELAC meetings. Members also provide input into next steps for continued improvement.
- Parents review information about their students' progress through parent teacher conferences and periodic progress reports.

Results and Outcomes

We assess and monitor student progress and the efficacy of our program in the following ways:

- **School-Wide Data Tracking:** Teachers enter their common formative assessment data into a master spreadsheet. We track the essential standards that we have taught and pre- and post-Second Chance assessment data. We regularly monitor the data to determine if there are patterns of little or no growth after Second Chance Teaching.
- **Data walks and Kid Talks:** At the end of each trimester, data teams (grade level teams, principal, coach, resource specialist, school psychologist) meet to review Second Chance and benchmark assessment data. We look at each individual student and celebrate growth. For students making minimal growth, we create action plans for the next round of Second Chance and consider moving to a more intensive tier of support.
- **Referrals for Special Education:** Our goal is to decrease the number of referrals.
- **Student Surveys:** We periodically survey our students about their academic mindset. We want students to feel like they are challenged and supported throughout their school week.

Review of multiple data points shows that Second Chance Teaching is on target for meeting our student achievement, achievement gap, and school climate goals:

- 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.
- SBAC ELA scores increased by 1.2% after one year of Second Chance Teaching. However, EL scores increased by 3.4% and Students with Disabilities scores increased by 16.3%.

- 74% of students increased by a performance band and/or maintained at standard met/standard exceeded on SBAC ELA after one year of Second Chance Teaching, compared to 69% the previous year without Second Chance Teaching.
- According to the Fall 2017 ELA Dashboard, English Learners Increased 12.5 points, while Hispanic students Increased Significantly 20.4 points.
- Initial referrals for Special Education declined by half after one year of Second Chance Teaching.
- In a recent climate survey, 81% of students reported that they felt they belonged at school, while 84% of parents felt that their children belonged. 82% of students said that their teachers frequently or almost always take the time to make sure they understand the material. 76% of parents felt that the school prepared their children for the next academic year.

Opportunities for continuous improvement include:

- Expand our program to include Second Chance Teaching in math.
- Refine enrichment portion of Second Chance Teaching.
- Build formative assessments to monitor student progress in STEAM classes.
- Collaborate with families to better understand how we can better prepare their children for the next academic year.