

# Single Plan for Student Achievement



## Ellwood Elementary School

**7686 Hollister Ave  
Goleta, CA 93110**

**CDS Code:** 6045421  
**Date of Revision:** September 2016

## Part II: The Single Plan for Student Achievement

School: Ellwood Elementary School

District: Goleta Union School District

County-District-School (CDS) Code: 42-69195-6045421

Principal: Abby Vasquez

Date of this revision: 11/3/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Abby Vasquez

Position: Principal

Telephone Number: 805.571.3774

Address: 7686 Hollister Avenue, Goleta, CA 93117

E-mail Address: [avasquez@goleta.k12.ca.us](mailto:avasquez@goleta.k12.ca.us)

The District Governing Board approved this revision of the SPSA on **11/16/16**.



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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

**Lead Educational Agency (LEA) GOAL:** Local Control Accountability Plan (LCAP) GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

**SCHOOL GOAL 1:** 100% of our student cohorts will increase reading proficiency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Basic Phonics Skills Test (BPST), Renaissance STAR Reading Program (RenSTAR), and Smarter Balanced Assessment Consortium (SBAC) Tests.

### What data did you use to form this goal?

RenSTAR: year-to-year comparison - 40<sup>th</sup> percentile ranking (PR) or higher

DIBELS data: Percent of students at CORE (Level determined to be “at level” by program)

2016 SBAC: students at Meet/Exceed standard

K	100% Letter Naming Fluency (LNF)
1 <sup>st</sup>	100% LNF
2 <sup>nd</sup>	59% Oral Reading Fluency (ORF); 100% RenSTAR
3 <sup>rd</sup>	61% ORF; 100% RenSTAR, SBAC; 52% Met or Exceeded
4 <sup>th</sup>	96% RenSTAR, SBAC; 55% Met or Exceeded
5 <sup>th</sup>	96% RenSTAR SBAC; 61% Met or Exceeded
6 <sup>th</sup>	SBAC; 74% Met or Exceeded

### What were the findings from the analysis of this data?

We still suffer from a lack of systematic data collection but the District is working to remedy that, as described in the Goleta Union School District (GUSD) Strategic Plan. In fact, the list of multiple measures ensures that staff can conduct productive data analysis to intervene for students.

### How will the school evaluate the progress of this goal?

Initial, mid and end-of-year assessments on Renaissance STAR Reading  
Initial, mid and end-of-year DIBELS in all grades.

Progress monitoring (DIBELS) for targeted students

### Where can a budget plan of the proposed expenditures for this goal be found?

School Site Council documents  
Budget documents

**STRATEGY:** The school will refine our Multi-Tier System of Support (MTSS) to address English Language Arts (ELA) needs of struggling and advanced learners, as well as English Language Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October/November 2016, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for School Year (SY) 2016-2017.</p>	<p>Teaching staff Administration Learning Center Staff</p> <p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p> <p>Classroom teachers</p>	<p><b>August-May-</b> work with a core team in the MTSS process</p> <p><b>September 2016-</b> Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p><b>November 2016-</b> Administer interim assessments according to assessment schedule.</p> <p><b>SY16-17</b></p> <p>Conduct meetings 4 times annually to develop intervention plans for targeted students.</p> <p>Conduct Tier II interventions in the classroom and Learning Center Classroom.</p> <p>Progress monitor targeted students</p> <p>Conduct benchmark measures (3x year); (Renaissance STAR, DIBELS, BPST)</p> <p>Choose and purchase additional research-based ELA intervention materials, i.e. SIPPS</p> <p>Create a schedule conducive to MTSS</p>	<p>Learning Center Teacher-district funded</p> <p>Learning Center/Target Time Certificated Tutors - \$34,664</p> <p>ELA intervention materials (\$2,000 approximate)</p> <p>Renaissance Accelerated Reader/Math - \$9,872.00</p> <p>Release time for Bi-monthly MTSS meetings - \$3,200</p>

**LEA GOAL:** LCAP GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

LEA Plan Goal II: Coherent standards-aligned Instructional program in all school to improve student achievement, including: the development of fact-fluency and part-whole thinking; engaging the Mathematical Practices through Number Corners and mathematical discourse; and implementation of the Common Core State Standards (CCSS) math content standards.

**SCHOOL GOAL 2:** Math: 100% of Ellwood students will show growth as measured by Renaissance STAR Math Program (STAR 360), and SBAC state testing when compared to last year's data.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Spring 2016 SBAC: % of students at Meet/Exceed standard	<p><b>August-May-</b> work with grade level teams in the MTSS process</p> <p><b>September 2016-</b> Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p><b>November 2016-</b> Administer interim assessments according to assessment schedule.</p> <p><b>SY16-17</b>            Conduct meetings 4 times annually to develop intervention plans for targeted students.            Conduct Tier II interventions in the classroom and Learning Center Classroom.            Progress monitor targeted students            Conduct benchmark measures (3x year); (Renaissance STAR 360, Unit Assessments from adopted math curriculum)            Research and pilot additional research-based intervention materials, i.e. SIPPS, but for math,            Create a schedule conducive to MTSS</p>	<p><b>Initial, mid and end-of-year assessments</b> as part of the Bridges (K-5<sup>th</sup> grades) and CPM (6<sup>th</sup> grade), which are the adopted math curricula            November and January Benchmark assessments as a part of the STAR 360</p>
3 <sup>rd</sup> SBAC 54% Met or Exceeded		<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>            School Site Council documents            Budget documents</p>
4 <sup>th</sup> SBAC 59% Met or Exceeded		
5 <sup>th</sup> SBAC 49% Met or Exceeded		
6 <sup>th</sup> SBAC 60% Met or Exceeded		

**STRATEGY:** The school will refine our Multi-Tier System of Support (MTSS) (Figure 1) to address Math needs of struggling and advanced learners as well as English Language Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>May 2016, refresh MTSS training</p> <p>October/November 2016, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for SY 2016-2017.</p> <p>Classroom teachers will use research based instructional strategies such as those included in <i>Teach Like A Champion</i> by Doug Lemov.</p>	<p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p>	<p><b>August-May-</b> work with a core team in the MTSS process</p> <p><b>September 2016-</b> Monitor in-class assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p><b>November 2016-</b> Administer interim assessments according to assessment schedule.</p> <p><b>SY16-17</b></p> <p>Conduct meetings 4 times annually to develop intervention plans for targeted students.</p> <p>Conduct Tier II interventions in the classroom and Learning Center Classroom.</p> <p>Progress monitor targeted students</p> <p>Implement newly purchased research-based Math intervention materials, Accelerated Math</p> <p>Create a schedule conducive to MTSS</p>	<p>MTSS training - district funded see Form B, page 7</p> <p>Learning Center Teacher- district funded</p> <p>Learning Center /Target Time Certificated Tutors - \$34,664</p> <p>Release time for Bi-monthly MTSS meetings - \$3,200</p> <p>Renaissance Accelerated Reader/Math - \$9,872.00</p>

**LEA GOAL:** Goal 3: The District will meet or exceed California English Language Development Test (CELDT) requirements for the Annual Measurable Achievement Objectives (AMAOs) 1, 2 and 3 during the 2016-17 school year.

**SCHOOL GOAL 3:** English Learner (EL) Goal: 100% of Ellwood students will demonstrate growth in language fluency as evidenced by the Smarter Balanced State Tests (SBAC), California English Language Development Test (CELDT) and/or A Developmental English Proficiency Test (ADEPT) assessments.

<p><b>What data did you use to form this goal?</b></p> <p>SBAC 2016 EL's as a cohort at each grade level scored:</p> <p>3<sup>rd</sup> 22% met or exceeded  4<sup>th</sup> 16% met or exceeded  5<sup>th</sup> 17% met or exceeded  6<sup>th</sup> 0% met or exceeded</p> <p>CELDT scores - 79% met AMAO 1  - 40% met AMAO 2</p> <p>ADEPT- 99% of 102 students demonstrated growth over the course of the year.  Band growth- 48% of 102 students demonstrated band growth over the course of the year.</p>	<p><b>August-May-</b> work with a core team in the MTSS process  <b>September 2016-</b> Conduct baseline assessments to identify students in need of intervention.  Identify and serve those students via classroom and extra supports for intervention purposes.  <b>November 2016-</b> Administer interim assessments according to assessment schedule.  <b>SY16-17</b>  Conduct meetings 4 times annually to develop intervention plans for targeted students.  Conduct Tier II interventions in the classroom and Learning Center Classroom.  Progress monitor targeted students  <b>Conduct benchmark measures (3x year)</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>CELDT Scores  ADEPT Scores  DIBELS Scores  STAR 360 Scores</p> <p>Reclassification rates  CELDT Band growth  SBAC Scores</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>  School Site Council documents Budget documents</p>
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**STRATEGY: Refine an MTSS process to support systematic English Language Development (ELD) instruction.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>SY2016-2017</b>                      Conduct systematic ELD with instructional strategies that emphasize language development.                      Coordinate an MTSS schedule that facilitates integrated and designated ELD support throughout the school day.                       Provide informational flyers to ELL families</p>	<p>Principal                      Learning Center Teachers                      Classroom teachers                      ELD instructors</p>	<p><b>August 2016-</b> Provide MTSS refresh training to staff  <b>August-May-</b> continue to train a core team in the MTSS process  <b>SY16-17-</b> Implement ELD instruction using systematic ELD with supplemental curricular materials.                      Progress monitor ELL students (DIBELS, ADEPT)                      Create a schedule conducive to MTSS                      Utilize evidenced-based instructional strategies, i.e. close reading, sentence frames, academic language</p>	<p>District training on ELA/ELD framework (district funded)                       Certificated Tutors for ELD (\$57,639 [LCAP/Title III/Title III Immigrant])</p>

## Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons</li> </ul>	August 2016 - May 2017	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$201,389	LCAP
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	August 2016 - May 2017	Provided teachers and principals with research-based professional development that supports the District's plans for improving student achievement  Private School Set Aside	\$38,173	Title I
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2016 - May 2017	Provide in-service to administer the California English Language Development Test and primary language assessment; administer test	\$54,000  \$10,800  \$43,200	Title I & LCAP  Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of NCLB documents, communication to parents, and notification of student progress</li> </ul>	August 2016 - May 2017	Required translation of materials, parent letters, and parent conferences	\$38,000	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2016 - May 2017	Required translation of meeting materials	\$1,760	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2016 – Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,000	Title I
<ul style="list-style-type: none"> <li>School Choice, and Supplemental Services</li> </ul>	August 2016 - May 2017	Required – set aside for Program Improvement	\$76,345	Title I

**Form C: Programs Included in this Plan**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$50,717	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>

<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$50,717	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$48,497	<input type="checkbox"/>
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$14,541	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Other federal funds:</b> Title III (Immigrant)	\$1,054	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$64,092	
Total amount of state and federal categorical funds allocated to this school	\$114,809	

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>2</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Abby Vasquez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craig Abshere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shane Holehouse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Haight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Bermond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jyll Doubleday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stuart Kasdin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meredith Tynes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rola Zieneddine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	5	

<sup>2</sup> EC Section 52852

**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee *Margie Vaca* \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: 10/4, 2016.

Attested:

Abby Vasquez  
Typed name of School Principal

*Abby Vasquez*  
Signature of School Principal

10/28/16  
Date

Meredith Tynes  
Typed name of SSC Chairperson

*Meredith Tynes*  
Signature of SSC Chairperson

10/28/16  
Date

## **Form G: Single Plan for Student Achievement Annual Evaluation**

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### **Plan Priorities**

Our priorities this past year were to ensure our students were progressing in English Language Arts (ELA) and Mathematics.

Similarly, we wanted to ensure our English Language Learner (ELL) students were progressing in language acquisition as well.

Last, we prioritized comprehensive implementation of the District's newly adopted mathematics program.

The majority of our budgets- local, state, and federal, were dedicated to the supports necessary to implement our action and tasks associated with the plan.

Our major expenditures included staffing, ELA intervention materials, Renaissance STAR, and release time for staff. We continue to need data to inform and guide subsequent plans.



## **Plan Implementation**

We accomplished three strategies associated with our goals- implement an MTSS to address students' needs in ELA, provide systematic ELL instruction, and provide coherent mathematics instruction. While, we have accomplished our intended plan, the outcomes identified the need to refine our systems to increase our effectiveness to identify and intervene for the varied needs of our students.

The actions listed in the 2015-2016 SPSA were implemented but continue to need refinement. We:

- Continued staff development in MTSS process
- Piloted "Target Time" to provide tiered intervention in identified area of need at each grade level.
- Conducted systematic ELD instruction
- Conducted comprehensive mathematics instruction using the newly adopted curriculum and materials
- Conducted Benchmark Assessments using DIBELs and STAR 360 for Reading

Still, there is always room for improvement. While grade level teams did meet regularly to discuss student progress, our "Data Team" only met 2 of the 4 times we intended to develop intervention plans for targeted students.

As noted in the 2015-2016 goals, we continue to have a need for a research based math intervention system to support our students who are struggling with grade level standards, or who have significant gaps in their learning.

Additionally, we initiated use of Tier II interventions and are working to improve the process.

The school (and district) has implemented a benchmark system as well as progress monitoring process for students in need of intervention. While we have implemented many of the tasks listed in the plan, this year should be a refining process to ensure effective implementation.

## **Strategies and Activities**

Based on our analysis of available data last year, we determined specific strategies to accomplish our goals. We were able to support developing staff understanding of the MTSS process, use our current data to identify students in need of targeted instruction, create a process to document students in need of intervention, use appropriate intervention materials, and pilot a schedule conducive to MTSS.

We accomplished many of our listed activities but need another year, at least, to refine the process of MTSS and its accompanying components- assessments, interventions, data analysis and instructional response.

## Involvement/Governance

The School Site Council met regularly to discuss budget priorities, the school handbook, and the Single Plan for Student Achievement among other topics. The SSC discussed and then drafted the Single Plan aligned with available data.

For input from a wider array of stakeholders, we surveyed parents, students and staff to prioritize next year's objectives.

## Outcomes

Goals for 2015-2016

The following outcomes were accomplished:

1. 100% of Ellwood students demonstrated growth in English Language Arts according to the Renaissance Student Grade Equivalency or SBAC scores.

### STAR Reading Growth

Ellwood School - Growth							
Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	No data for this grade		-	-	-	-	-
	2016 - 2017 Grade 2		52	48% 25	21% 11	12% 6	19% 10
Grade 2	2015 - 2016 Grade 1		8	100% 8	0% 0	0% 0	0% 0
	2014 - 2015 Kindergarten		-	-	-	-	-
	2016 - 2017 Grade 3		59	51% 30	10% 6	19% 11	20% 12
Grade 3	2015 - 2016 Grade 2		38	61% 23	13% 5	11% 4	16% 6
	2014 - 2015 Grade 1		6	67% 4	17% 1	17% 1	0% 0
	2016 - 2017 Grade 4		67	60% 40	10% 7	12% 8	18% 12
Grade 4	2015 - 2016 Grade 3		45	47% 21	13% 6	16% 7	24% 11
	2014 - 2015 Grade 2		41	51% 21	10% 4	20% 8	20% 8
	2016 - 2017 Grade 5		75	48% 36	20% 15	16% 12	16% 12
Grade 5	2015 - 2016 Grade 4		54	76% 41	11% 6	6% 3	7% 4
	2014 - 2015 Grade 3		48	71% 34	8% 4	6% 3	15% 7
	2016 - 2017 Grade 6		59	39% 23	29% 17	19% 11	14% 8
Grade 6	2015 - 2016 Grade 5		41	51% 21	27% 11	10% 4	12% 5
	2014 - 2015 Grade 4		35	66% 23	14% 5	14% 5	6% 2
Grade 7	No data for this grade		-	-	-	-	-

SBAC Growth:

			SBAC All Grades ELA/Lit Summative					
			SS			Level		
	Grade	# Tested	2014-2015	2015-2016	+/-	2014-2015	2015-2016	+/-
1	4	63		2423.1			2.5	
2	5	71	2417.2	2467.5	50.3	2.4	2.5	0.1
3	6	57	2445.8	2509.0	63.1	2.2	2.5	0.3
		Mean:	2430	2465.2	59.6	2.3	2.5	0.2
		Median:	2434	2475	61	2	3	0
		Mode †:	2371, 2384, 2453, 2510	*	72	1	1	0
		Standard Deviation:	93.7	97.8	49.6	1.1	1.2	0.7
		Standard Not Met:				41 (33.33%)	54 (28.27%)	
		Standard Nearly Met:				30 (24.39%)	41 (21.47%)	
		Standard Met:				26 (21.14%)	47 (24.61%)	
		Standard Exceeded:				26 (21.14%)	49 (25.65%)	

100% of our planned actions were implemented: MTSS training, SST process, monitor implementation.

- 88% of Ellwood students demonstrated growth in the number of students who scored at met/exceed expectation in Mathematics according to the SBAC Scores.

			SBAC All Grades Math Summative					
			SS			Level		
	Grade	# Tested	2014-2015	2015-2016	+/-	2014-2015	2015-2016	+/-
1	4	63		2420.8			2.4	
2	5	71	2415.3	2480.3	65.0	2.3	2.5	0.2
3	6	57	2442.4	2495.4	53.0	2.0	2.2	0.2
		Mean:	2427.4	2465.2	63.5	2.2	2.4	0.2
		Median:	2434	2473	61	2	2	0
		Mode †:	2388, 2438	2443, 2474, 2481	61, 85	2	1	0
		Standard Deviation:	81.2	93	36.8	1	1.1	0.5
		Standard Not Met:				38 (30.89%)	53 (27.75%)	
		Standard Nearly Met:				43 (34.96%)	50 (26.18%)	
		Standard Met:				25 (20.33%)	52 (27.23%)	
		Standard Exceeded:				17 (13.82%)	36 (18.85%)	

100% of our planned actions were implemented: MTSS training, SST process, monitor comprehensive implementation of newly adopted Mathematics curriculum.

3. ELL – 99% of our ELL students demonstrated growth in language fluency as evidenced on CELDT (79%) or ADEPT (99%) scores.

**Cutpoint Legend:**

Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		
CELDT (Overall)										
Prof										
	Grade					# Tested	2014-2015	2015-2016	+/-	
1	0					3		1.7		
2	1					19	2.5	2.9	0.4	
3	2					20	2.6	3.9	1.3	
4	3					19	4.1	3.4	-0.7	
5	4					30	3.4	2.8	-0.5	
6	5					33	3.8	3.6	-0.1	
7	6					19	3.6	4.1	0.4	
Mean:							3.5	3.4	0.3	
Median:							4	3	0	
Mode:							4	4	0	
Standard Deviation:							1	1.1	1	

**CELDT (Overall) Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	0	4	1	0	0
	Early Int	1	3	7	3	2
	Int	1	5	18	9	2
	Early Adv	0	2	4	20	12
	Adv	0	0	1	3	4

		Total Movement		
2014-2015 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	5
Early Int		1	3	12
Int		6	18	11
Early Adv		6	20	12
Adv		4	4	N/A
N		17	45	40
%		16.67	44.12	39.22

**CELDT Reading Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	12	7	4	1	0
	Early Int	9	4	10	2	0
	Int	0	8	12	16	4
	Early Adv	0	0	3	5	2
	Adv	0	0	0	0	3

		Total Movement		
2014-2015 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	12	12
Early Int		9	4	12
Int		8	12	20
Early Adv		3	5	2
Adv		0	3	N/A
N		20	36	46
%		19.61	35.29	45.10

**CELDT Writing Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	7	4	4	2	0
	Early Int	8	10	12	4	0
	Int	1	6	16	11	2
	Early Adv	0	0	3	2	7
	Adv	0	0	2	1	0

		Total Movement		
2014-2015 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	7	10
Early Int		8	10	16
Int		7	16	13
Early Adv		3	2	7
Adv		3	0	N/A
N		21	35	46
%		20.59	34.31	45.10

**CELDT Writing Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	7	4	4	2	0
	Early Int	8	10	12	4	0
	Int	1	6	16	11	2
	Early Adv	0	0	3	2	7
	Adv	0	0	2	1	0

2014-2015 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	7	10
Early Int	8	10	16
Int	7	16	13
Early Adv	3	2	7
Adv	3	0	N/A
N	21	35	46
%	20.59	34.31	45.10

**CELDT Listening Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	0	3	4	1	0
	Early Int	1	0	4	3	4
	Int	1	2	6	14	7
	Early Adv	1	0	2	16	10
	Adv	0	0	1	8	14

2014-2015 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	8
Early Int	1	0	11
Int	3	6	21
Early Adv	3	16	10
Adv	9	14	N/A
N	16	36	50
%	15.69	35.29	49.02

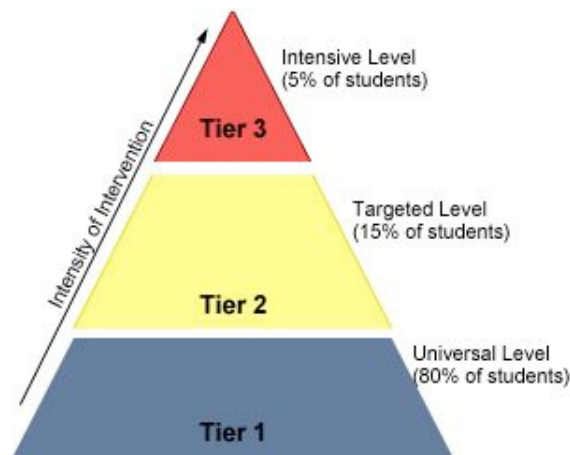
**CELDT Speaking Students Tested: 102**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	0	1	1	0	1
	Early Int	0	0	3	2	1
	Int	1	0	7	13	5
	Early Adv	0	0	0	21	17
	Adv	0	0	1	14	14

2014-2015 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	3
Early Int	0	0	6
Int	1	7	18
Early Adv	0	21	17
Adv	15	14	N/A
N	16	42	44
%	15.69	41.18	43.14

100% of our planned actions were implemented: Systematic and comprehensive ELD instruction by fluency level was provided to all EL students.

**Figure 1: Multi-Tiered Systems of Academic Support**



Tiers 1 and 2 are usually delivered in the general education classroom. Level 2 and 3 may be Learning Center (general education) or Special Education (determined by Individualized Education Plan). Tier 3 is nearly always through Special Education.