

# Single Plan for Student Achievement 2016-2017



**Foothill Elementary School**  
**711 Ribera Drive**  
**Santa Barbara, CA 93111**

**CDS Code: 6045447**  
**Date of Revision: October 2016**

# Part II: The Single Plan for Student Achievement Template

School: Foothill Elementary / Goleta Family School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6045447

Principal: Felicia Roggero

Date of this revision: 10/24/16

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 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:

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Position: Principal

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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:

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

**SCHOOL GOAL:**

In English Language Arts, 85% of Foothill students will meet grade level proficiency (“At/Above”) as determined by STAR 360 (K-6), DIBELS assessment (K-6th), BPST (K-2) and CAASP (3rd-6th grade) scores.

|  |   |   |
|--|---|---|
| <p><b>What data did you use to form this goal?</b><br/>           STAR 360 baseline data<br/>           DIBELS data<br/>           CAASP data<br/>           Percent of students at CORE<br/>           K- 69% (LNF), STAR 360 62% At/Above<br/>           1<sup>st</sup>- 54% (LNF), 90% average on BPST, STAR 360 47% At/Above<br/>           2<sup>nd</sup>- 62% (ORF), 55% average on BPST, STAR 360- 63% At/Above<br/>           3<sup>rd</sup>- 82% At/Above on STAR 360, 88% (ORF)<br/>           4<sup>th</sup>- 89% At/Above on STAR 360, CAASP 90.6% Met or Exceeded<br/>           5<sup>th</sup>- 88% At/Above on STAR 360, CAASP 81.3% Met or Exceeded<br/>           6<sup>th</sup>- 71% At/Above on STAR 360, CAASP 80.6% Met or Exceeded</p> | <p><b>What were the findings from the analysis of this data?</b><br/>           With the addition of STAR 360, we now have district benchmark data in which to compare our CAASP scores. The increase in data points has given us the opportunity to use multiple measures when looking at student progress towards meeting language arts standards. Two grade levels have met the ELA goal. However, we would like <i>all</i> grade levels to meet the goal of 85% reaching grade level proficiency.</p> | <p><b>How will the school evaluate the progress of this goal?</b><br/>           Initial, mid and end-of-year assessments on STAR 360 benchmark data as well as progress monitoring every 6-8 weeks for students on intervention programs. Initial, mid and end-of-year DIBELS in all grades with progress monitoring every 6-8 weeks. Progress monitoring with Lexia intervention program to measure growth.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b><br/>           School Site Council documents<br/>           Budget documents</p> |
|--|---|---|

**STRATEGY:** The school will fully implement our Multi-Tier System of Support (MTSS) to address ELA needs of struggling and advanced learners as well as English Language Learners. We will also broaden our knowledge of effective practice with the addition of professional learning goals that will support this area.

| Action/Date   | Person(s) Responsible   | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|---|---|---|--|
| <p>September hold our first Data Team meetings to identify students in need of intervention</p> <p>Hold MTSS meetings every 6-8 weeks to monitor student progress and discuss successful intervention programs and strategies</p> <p>Meet every other Friday as a team to hold student study and child study team meetings.</p> | <p>Teaching staff<br/>Administration<br/>Learning Center Staff</p> <p>Learning Center Staff<br/>Teaching Staff<br/>Administration</p> <p>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p> <p>Classroom teachers</p> | <p><b>September 2016-</b> Conduct baseline assessments to identify students in need of intervention.<br/>Meet for our first data teams meeting and create learning center schedule to provide students in need of intervention based on baseline assessments.</p> <p><b>September 2016-</b>Implement Lexia program for reading intervention in classrooms K-3 for all students and 4-6 as needed.</p> <p><b>September-November-</b>provide training on STAR 360 and Lexia so teachers are able to use both programs effectively as a data tool to monitor growth and Lexia to provide effective reading intervention.</p> <p><b>October 2016-</b>meet to discuss professional learning goals and resources needed for the school year. This learning goal connects with student data.</p> <p><b>November 2016-</b> Administer benchmark assessments according to assessment timeline.</p> <p><b>September-May 2016-17</b><br/>Conduct bi-monthly meetings to develop intervention plans for targeted students.<br/>Conduct Tier II interventions in the classroom and Learning Center Classroom.<br/>Progress monitor targeted students<br/>Conduct benchmark measures (4x year); (STAR 360, DIBELS, BPST and site-based assessments)<br/>Purchase materials that support reading intervention and acceleration, if needed.</p> | <p>STAR 360 and Lexia training (district funded)</p> <p>Learning Center Teacher-district funded</p> <p>Learning Center Certificated Tutors - \$47,880</p> <p>ELA intervention materials (\$1,000 approximate)</p> <p>STAR 360 (district-funded)<br/>Lexia (United Way grant)</p> <p>Release time for Bi-monthly MTSS meetings (\$3600)</p> |

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

**SCHOOL GOAL:** 100% of Foothill/GFS English Learners (EL) will demonstrate growth in language fluency as evidenced by Smarter Balanced, CELDT and/or ADEPT assessments.

|  |  |   |
|--|--|---|
| <p><b>What data did you use to form this goal?</b><br/>         2016 CAASP-81% percent of our students met or exceeded on the ELA test and 79% on the math test in grades 3-6.<br/>         SED-37% of students met standard.<br/>         RFEP- 72% of students met or exceeded ELA standards and 88% of students met or exceeded math standards.<br/>         CELDT scores-<br/>         53% students showed positive movement overall<br/>         In speaking, students showed most growth at 53%<br/>         In listening skills, students showed the least amount of growth at 41%<br/>         ADEPTS- 43% demonstrated growth<br/>         Band growth- 10 (29%) out of 35 students demonstrated band growth.</p> | <p><b>What were the findings from the analysis of this data?</b><br/>         Overall, our school population is scoring evenly in meeting standards in both English Language Arts and math in meeting standards. The populations that are greatly impacted are the socioeconomically disadvantaged students as well as our English Language Learners. However, based on the data, once our English Language Learners are reclassified, the majority of students are meeting or exceeding standards, particularly in math. We still need to work on supporting language development as only half showed positive growth on the annual CELDT assessment. Reading and writing continue to be the areas of challenge with only 47% meeting proficiency in reading and 41% meeting proficiency in writing. This correlates to the 64% of students who scored in the beginning-early intermediate-intermediate proficiency levels.</p> | <p><b>How will the school evaluate the progress of this goal?</b><br/>         CELDT Scores<br/>         ADEPT Scores<br/>         DIBELS<br/>         Reclassification rates<br/>         Band growth<br/>         SB Scores</p> |
|--|--|---|

**STRATEGY: Create a schedule to support English Language Learners that is consistent and a priority for our students in need. Begin the process of using Integrated ELD strategies in the General Education classroom to support content instruction as well as language development.**

| Action/Date  | Person(s) Responsible                                   | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
|--|---|---|---|
| Provide systematic ELD lessons with instructional strategies that emphasize language development. English Language Development instruction will be provided to our English Language Learners 30 minutes daily. Teachers will | ELD instructor<br>Principal<br>Learning Center teachers | <p><b>September-</b> Assess students with the ADEPT<br/> <b>August-May-</b> continue to provide training in the implementation of integrated ELD in the classroom with the emphasis on defined language objectives to support content instruction.<br/> <b>August-May -</b> Implement ELD instruction using</p> | District training on ELA/ELD framework (district funded)<br><br>Certificated Tutor for ELD \$14,500 |

|   |                           |   |  |
|---|---------------------------|---|--|
| <p>group students by proficiency levels and provide systematic instruction.</p> <p>Assess students using the ADEPT in September for initial placement, in December 2016 for progress monitoring, and May 2016 to measure growth for the year.</p> | <p>Classroom teachers</p> | <p>systematic ELD with supplemental curricular materials.</p> <p>Progress monitor ELL students (DIBELS, ADEPT)</p> <p>Create a schedule conducive to MTSS</p> <p>Utilize evidenced-based instructional strategies, i.e. sentence frames, academic language, structured language practice routines, partner/group talk and classroom discourse techniques.</p> |  |
|---|---------------------------|---|--|

**LEA GOAL: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups**  
**Student learning is supported by differentiated instruction of consistent, integrated, and enriched curriculum. Substantial and measurable growth of each student is supported with consistent, valid and reliable formative and summative assessments.**

**SCHOOL GOAL:** School staff will gain knowledge and build their comfort level in the use of various data systems to identify, measure, and provide information to assess student growth.

|  |  |   |
|--|--|---|
| <p><b>What data did you use to form this goal?</b><br/> With the addition of EADMS data system, STAR 360 Benchmark assessments, Lexia reading intervention program, and See Saw, our teachers are learning new ways to collect data and to help support understanding of student strengths and stretches. We are using this data within the classroom as well as within our MTSS process to provide intervention and acceleration as needed.</p> | <p><b>What were the findings from the analysis of this data?</b><br/> Since common core standards implementation and the focus on providing a systematic response to intervention structure, teachers have been introduced to various ways of collecting data via a data system, benchmark assessment program, and the See Saw app to provide student evidence. Teachers are being introduced to new ways of collecting data points in order to measure student growth on multiple measures in a more systematic and evidence-based way.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>Teacher ease of use with data systems<br/> Teachers ability to print out reports for diagnostic purposes<br/> Teachers show evidence of standards based learning using the various technologies.</p> |
|--|--|---|

**STRATEGY: Establish a schedule that provides training and teacher collaboration on a frequent basis throughout the year.**

| Action/Date  | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
|--|--|---|---|
| <p><b>August</b>-District training on See Saw and EADMS refresher.</p> <p><b>September</b>-STAR 360 training on finding reports</p> <p><b>October</b>-Lexia training for implementation and building reports. District training on See Saw</p> <p><b>August-May</b>-provide teacher release time to collaborate and learn new technologies</p> <p><b>August-May</b>-consistent use of EADMS for Data team meetings every 6-8 weeks.</p> <p><b>August-May</b>-support from site TTL's to provide training and collaboration time.</p> | <p>District<br/>Teacher Tech Leads<br/>Computer Specialists<br/>Teachers</p> | <p><b>August</b>- refresher on EADMS use and intro to See Saw (district training)</p> <p><b>August/September</b>- administer the first STAR 360 and analyze data at first data teams meeting</p> <p><b>September</b>-provide staff training on STAR 360 and generating reports.</p> <p><b>October</b>-Begin student use of Lexia K-3 and for identified 4-6th graders. Provide training on how to use teacher dashboard for student info.</p> <p><b>August-May</b>-Collaboration time with teachers to use new systems, STAR 360, Lexia and See Saw. TTL's will provide group and individual support to teachers.</p> | <p>Tech training (district funded)</p> <p>TTL's to support teacher (district funded)</p> <p>Release time for teachers,<br/>\$6500</p> |

### Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs  | Allocation | Consolidated in the SWP  |
|---|------------|--------------------------|
| <input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b><br>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools  | \$         | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant (LCAP)</b><br>Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students                           | \$51,290   | <input type="checkbox"/> |
| <input type="checkbox"/> <b>LCFF – Concentration Grant</b><br>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 | \$         | <input type="checkbox"/> |
| <input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b><br>Purpose: Assist expectant and parenting students to succeed in school  | \$         | <input type="checkbox"/> |
| <input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program  | \$         | <input type="checkbox"/> |

|                          |  |    |                          |
|--------------------------|--|----|--------------------------|
| <input type="checkbox"/> | <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b><br>Purpose: Develop fluency in English and academic proficiency of English learners                           | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Peer Assistance and Review (Carryover only)</b><br>Purpose: Assist teachers through coaching and mentoring  | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Professional Development Block Grant (Carryover only)</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Pupil Retention Block Grant (Carryover only)</b><br>Purpose: Prevent students from dropping out of school   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>School and Library Improvement Program Block Grant (Carryover only)</b><br>Purpose: Improve library and other school programs   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>School Safety and Violence Prevention Act (Carryover only)</b><br>Purpose: Increase school safety   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)   | \$ | <input type="checkbox"/> |

Total amount of state categorical funds allocated to this school \$51,290

| <b>Federal Programs</b>  |   | <b>Allocation</b> | <b>Consolidated in the SWP</b> |
|--------------------------|---|-------------------|--------------------------------|
| <input type="checkbox"/> | <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  | \$                | <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)<br>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><br>(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><br>Purpose: Improve and increase the number of highly qualified teachers and principals   | \$        | <input type="checkbox"/>  |
| X  | <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$3,885   | 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><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs   | \$        | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement                       | \$        | <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"/>  |
| <input type="checkbox"/>   | <b>Other federal funds</b> (list and describe)   | \$        | <input type="checkbox"/>  |
| Total amount of federal categorical funds allocated to this school           |  | \$ 3,885  |   |
| Total amount of state and federal categorical funds allocated to this school |  | \$ 55,175 |   |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<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.

## 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        |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Felicia Roggero                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Dani Martinazzi                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Teri Briggs                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Karen Pickford                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Ted Pallad                          | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Angie Canfield                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tanya Genova                        | <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"/> |
|                                     | <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                                   | 3                                   | <input type="checkbox"/> |

<sup>2</sup> EC Section 52852



5. This SPISA 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 SPISA was adopted by the SSC at a public meeting on: 12/8/14.

Attested:

Felicia Roggero  
Typed name of School Principal

Dani Martinazzi  
Typed name of SSC Chairperson

Felicia Roggero  
Signature of School Principal

11-1-16  
Date

Dani Martinazzi  
Signature of SSC Chairperson

11-1-16  
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.

### SPSA ANNUAL EVALUATION

#### Plan Priorities

Our priorities this past year were to increase reading proficiency for all cohorts. Similarly, we wanted to ensure our English Learner students were progressing in language fluency as well.

Last, we prioritized school climate improvement based upon anecdotal evidence and one indicator (CA Healthy Kids Survey).

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.

#### Plan Implementation

We accomplished three strategies associated with our goals- implement an MTSS system to address students' needs in ELA, provide systematic EL instruction, and establish a positive school climate. 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 and refined. We:

- Reviewed MTSS process with staff
- Implemented and conducted regular MTSS and bi-monthly Student-Study Team (SST) meetings
- Created an SST team to support discussions on effective interventions

- Conducted systematic ELD instruction
- Coordinated an MTSS schedule that facilitated integrated and designated ELD support throughout the school day.
- Began intervention schedule early in September
- Increased student leadership and Service Learning opportunities
- Engaged parents through varied venues and
- Monitored attendance rates.

With the move to a district-wide data system (EADMS), we were able to monitor growth more consistently. Using district-wide benchmark assessments like the DIBELS for reading fluency and BPST for phonics, these assessments helped us identify student needs more frequently. We also used school site data such as the John's Reading Inventory to assess reading comprehension and RenSTAR program for reading as well. Teachers began inputting data into EADMS throughout the year. With one centralized data warehouse (EADMS), it was easier for teachers to access all data points when analyzing student growth along multiple measures.

Tier II interventions were implemented early on. We were able to create a system-wide school approach for identifying student needs and then providing intervention. We also put into place a 6-8 week progress monitoring schedule so that grade levels could meet more frequently to see if the interventions were successful and create flexible groupings based on current data.

The school (and district) have implemented a benchmark system as well as progress monitoring process for students in need of intervention for ELA. While we have implemented many of the tasks listed in the plan, this year we will focus on refining our use of the data system EADMS as well learning how to analyze data and the addition of more benchmark assessments like STAR 360 and CAASPP data.

### **Strategies and Activities**

The teachers refined the Multi-Tiered System of Support (MTSS) process. They have a better understanding of how this process can support student learning. With the use of district and site assessments, teachers met every 6-8 weeks to analyze the data and identify students who were in need of intervention or acceleration support. Teachers were able to use systematic researched based interventions as well as additional resources that could meet students specific needs in ELA. Teachers also provided systematic English Language development lessons daily. With district professional development, teachers also built their knowledge on the differences between integrated and designated English Language Development. This learning will continue in this upcoming school year.

### **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. 80.9% of Foothill students scored At/Above on the English Language Arts portion of the CAASP. 79% scored At/Above on the math portion of the CAASP.
2. 100% of our planned actions were refined-MTSS implementation, SST meetings every other week, and data team meetings every 6-8 weeks to analyze data and implement interventions.
3. 45 students were brought forward to the MTSS team, six students qualified for special education services.
4. EL- 80% of our EL students demonstrated growth in language fluency as evidenced on CELDT and/or ADEPT scores.
5. School Goal: Increase the percent of intermediate students (4-6) reporting a positive school climate (77%) as evidenced by perception surveys.

According to perception surveys conducted in March 2015, 88% of parents responded positively to school climate conditions. For second grade, 98% of our students responded positively, while 77% of our 5th graders responded positively to school climate conditions.

In May 2016, 6th grade students responded to the same survey they took as 5th graders the previous year. Overall strengths remained high, 95% or greater agreed or strongly agreed that their teachers believe they can learn, be successful, and care about them.

Gr. 6 students believe learning choices are better than last year, 67% compared to 54% last year, and they have challenging work, 70% versus 51% last year. Student responses increased from 75% to 84% in "believing they are a good student" while 80% believe they can be a better students as compared to 65% in 2015. Students also felt they had more friends, 71% vs. 63% in 2016 and 2015 respectively. Students increased their rating slightly for 'respected by their peers' 60% (2016) vs. 58% (2015) while perceiving their peers to be friendly remained the same (63%). Additionally, 77% of students believed the yard supervisors were fair in 2016 compared to 69% in 2015. Ironically though, the same supervisors were rated lower based on students' responses regarding fairness, 63% (2015) vs. 68% (2016).

### Student leadership participation rates

- a. Approximately, 30% of our 5th and 6th grade students participated in multiple leadership organizations- Library Helpers, Student Tech Team, Student Leadership Committee
- b. Leadership Committee supported or coordinated Walk, Bike, Bus and Roll days, monthly Spirit Days, Weekly Project Wisdom announcements

### Engage parents through varied venues

- a. Participation rates were high for Parent Square, Science Night, Carnival, Ice Cream Social, etc.
- b. Less participation in PTA meetings, Site Council and ELAC
- c. Monthly newsletters provided communication to the community- hard copy and online
- d. Develop New Family Folder for tours and orientation