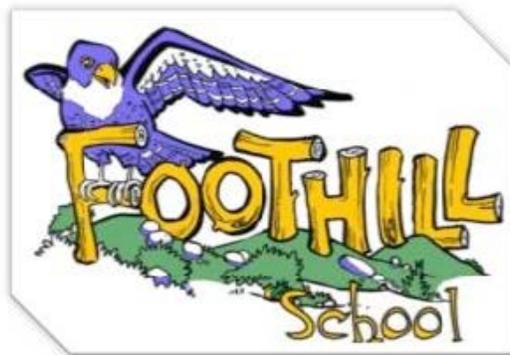


Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement



Foothill Elementary School
711 Ribera Drive
Santa Barbara, CA 93111

Date of Revision: October, 2017

Part II: The Single Plan for Student Achievement Template

School: Foothill Elementary School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6067110

Principal: Felicia Roggero

Date of this revision: 10/8/17

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:

Contact Person: Felicia Roggero

Position: Principal

Telephone Number: 805-681-1268

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E-mail Address: froggero@goleta.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 8, 2017



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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 achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

SCHOOL GOAL: All students will make a full year's growth as determined by the STAR 360 (student growth percentile), District-wide Benchmark assessments, Smarter-Balanced, SIPPS, and ELA assessments via the new Wonders program.

<p>What data did you use to form this goal? <i>Baseline on early literacy and/or STAR 360:</i> Kinder: 49% at standard 1st grade: 67% at standard 2nd grade: 84% at standard 3rd grade: 80% at standard</p> <p><i>Scores on the Smarter-Balanced:</i> 4th grade 79% met or exceeded on the SBAC 5th grade 88% met or exceeded on the SBAC 6th grade 80% met or exceeded on the SBAC 6th grade</p>	<p>What were the findings from the analysis of this data? When looking at the SBAC scores and analyzing the claims within ELA, the areas of most need were in the areas of reading and listening for grades 4th-6th grade based on this year's SBAC scores. There was a slight decrease in average scores from 2.4 to 2.3 in both reading and listening scores. At our first data team meetings, we identified K-2nd grade groups in need of intervention for decoding skills. We also identified students in 2nd-6th grade who need intervention support in comprehension based on the STAR 360, SBAC and Wonders (ELA program) data. Although, we had a successful percentage of students meet or exceed standards, we want to continue our work with the following subgroups: EL/RFEP's in particular 5th and 6th grade.</p>	<p>How will the school evaluate the progress of this goal? This year, we have added district-wide benchmark assessments. Students will now have multiple data points with the use of STAR 360 (math and reading), Benchmark assessments with our new ELA program (Wonders) and Bridges curriculum and our writing assessments. Teachers can also use chapter tests and progress monitoring tools from the Wonders program, SIPPS decoding, and Lexia intervention programs. We can measure growth throughout the year with standards-based tools.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School Site Council documents Budget documents included in the plan</p>
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STRATEGY: Teachers will build their knowledge in the use of the new Wonders ELA program. Through professional development with Wonders trainers, collaborative grade level and site staff meetings, teachers will become more familiar with the differentiated materials and intervention supports that will best meet the needs of the identified students in need.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Identify our students in need for our first cycle of intervention during our data team meeting in September.</p> <p>Continue to monitor progress and use of differentiated tools for specific students within the program. This includes the designated and integrated ELD components, small group differentiated texts, and tech resources.</p> <p>Teachers will meet during the week to support each other in learning the components of the program most needed for their students.</p> <p>Attend district-wide professional development to support learning.</p> <p>Align professional practice goals to support this learning.</p>	<p>Teachers Learning center Principal SPED team</p> <p>Teachers ELD certificated tutor Certificated tutors</p> <p>Teachers</p> <p>Teachers Learning Center Support Staff Principal</p>	<p>September 2017-administer first set of baseline assessments using STAR 360 and Wonders assessment tools to identify intervention students.</p> <p>October 2017-attend district-wide professional development to support learning of language arts components of the Wonders program.</p> <p>September/October 2017-look at school-wide data and align professional learning goals based on data. Write grade level professional goals as well as identify a professional learning plan for the site.</p> <p>Oct.-Nov. Teacher will administer the first set of benchmark assessments using standards-based test items from our new ELA program to be administered online using the EADMS system. The goal is for teachers to be able to disaggregate data based on standards and skills needed for reteach and/or support.</p> <p>The staff will continue to administer the benchmark assessments at each trimester and discuss results at our data team meetings. We will measure growth and implement support as needed for both students at risk and those needing enrichment.</p>	<p>STAR 360 training included with the district purchase.</p> <p>Professional development to be paid for by the district with Wonders trainings.</p> <p>Teachers will get release time to work on professional goals. The site will provide Additional support for larger class sizes and combo classrooms. Site will also pay for certificated tutors to attend all district trainings to support their learning of the ELA program.</p>

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

SCHOOL GOAL #2: In math, 80% of Foothill students within the English Language Learners subgroup will show one year's growth as measured on the STAR 360, Smarter-Balanced, benchmark assessments, and Bridges/CPM assessments.

What data did you use to form this goal?

Baseline data on the STAR 360:

25 English Learner students (K-6) scored in the urgent intervention area for math.

Scores on Smarter-Balanced: (4-6th grade)

15 English Learner students did not meet the standards in math.

What were the findings from the analysis of this data?

Looking at the data, the areas that caused the most challenges for our English Language Learners in 4th and 5th grade was the claim of communicating reasoning. This would make sense since students have not been redesignated English proficient. Struggling to explain their reasoning is an area that needs continued support as they build understanding of number concepts and procedures. In 6th grade, we have a larger cohort of English Language Learners. These students struggled in all claim areas- concepts and procedures, problem solving and modeling, and communicating reasoning. We had the most students participate in intervention at this grade level last year moving up to 6th grade.

How will the school evaluate the progress of this goal?

We will evaluate student progress throughout the year with our trimester assessments: STAR 360 and district-wide benchmarks. We will also use progress monitoring with use of the Bridges intervention materials. We will analyze chapter/unit tests to also identify areas of need.

STRATEGIES: During 2017-18, Foothill will implement a system for monitoring progress through the Multi-Tiered System of Supports throughout the year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>In August/September, we will collect baseline data of all students using STAR 360 data.</p> <p>Using this data, we will identify students in need of additional support during our data team meetings, which meet every 6-8 weeks. We will provide intervention for these identified students during our cycles of intervention.</p> <p>Teachers will monitor progress through the trimester benchmark assessments of STAR 360 and benchmark assessments. They will also use chapter and unit tests to measure mastery towards standards.</p> <p>Teachers will implement the standards-based curriculum of Bridges and CPM to support fidelity of the curriculum. They will also implement researched-based strategies of productive partnering, sentence</p>	<p>Classroom teachers</p> <p>Classroom teachers Learning Center Certificated Tutors</p> <p>Classroom teachers Learning Center</p> <p>Classroom teachers Learning Center</p>	<p>Assess all students K-6th for baseline data using the STAR 360.</p> <p>Learning Center groups and intervention groups (support provided by certificated tutors with ongoing collaboration from classroom teachers) will be determined by data. Students will be assessed every 6-8 weeks with progress being shared during our data teams meetings. (five times per year)</p> <p>Trimester assessments to be completed in October, end of February, and May. Teachers will use the data analysis tools from our EADMS data management system to support identification of student need based on standard and skills using disaggregated data.</p> <p>Teachers will work in collaborative teams to share ideas and support each other in the implementation of Bridges and CPM.</p>	<p>None</p> <p>\$24,578 (LCAP) \$7,635 (Title III)</p> <p>Substitute support for data team meetings. \$120 per day per substitute.</p>

frames, and questioning techniques to support students sharing their reasoning during class discussions.			
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LEA GOAL: All students at Foothill School will follow the SOAR positive behavior support program and implementation of Second Step curriculum that supports social-emotional learning.

SCHOOL GOAL: All staff will implement the five characteristics on the SOAR poster as well as implement the Second Step social-emotional curriculum in classrooms.

<p>What data did you use to form this goal?</p> <p>Looking at the school climate parent and student survey (2nd/6th graders), an area of need was in playground supervision.</p> <p>Based on teacher survey, teachers identified a need for a school-wide positive behavior support program.</p> <p>Identifying areas of need based on discipline referrals from last year.</p> <p>MTSS teacher team survey from UCSB identified areas of need-social-emotional support.</p>	<p>What were the findings from the analysis of this data?</p> <p>Looking at the data, a need to create a school-wide program to set expectations for students and staff was desired. (SOAR)-Safe, Open, Accepting, Responsible and Respectful students</p> <p>A need to integrate social-emotional curriculum and safe choices was also desired by all staff. (Second Step curriculum)</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will monitor discipline referrals. We will look at implementation of the SOAR program and changes in student interactions in the classroom via teacher observations. We will monitor social-emotional growth and use of terminology based on lesson implementation and reinforcement by teachers.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>District expenditures for Second Step curriculum</p>
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STRATEGY: During 2017-18, teachers will implement the SOAR program in the beginning of the school year. They will provide systematic instruction using Second Step curriculum. Teachers will also embed opportunities for students to use the skills taught in the lessons to support conflict resolution and monitoring emotions appropriately.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August/September: Provide grade level assemblies to explain the SOAR program and expectations. Teachers will follow through in their classrooms with school-wide posters.</p>	<p>Principal Classrooms</p>	<p>August/September 2017</p>	
<p>September: Staff trainings for playground supervisors to explain the SOAR program and expectations on the playground. Implementation of the “caught being good” tickets to be dispersed by playground supervisors. Follow-up discussions throughout the year.</p>	<p>Principal Playground yard duty supervisors</p>	<p>September 2017-June 2018</p>	
<p>September-June: Teachers will teach the Second Step curriculum and integrate the main ideas within their classroom expectations.</p>	<p>Classroom teachers</p>	<p>August 2017-June 2018</p>	
<p>September-June: create a</p>		<p>September 2017-June 2018</p>	<p>\$600 for workshops</p>

<p>Positive Behavior Support team to discuss and evaluate ways to continue this program school-wide.</p> <p>Professional Development on positive behavior support systems and restorative justice.</p>	<p>Principal Leadership team of teachers</p> <p>Principal</p>	<p>October 2017, January 2018</p>	
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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:

Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding
<ul style="list-style-type: none"> Community Liaisons & Licensed Clinical Social Workers 	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> Professional Development Instructional Rounds Cognitive coaching 	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement Private School Set Aside	\$38,775 \$10,997	Title I Title II
<ul style="list-style-type: none"> Identification and assessment of English Learners 	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000 \$12,000 \$45,000	Title I & LCAP
<ul style="list-style-type: none"> Translation of required documents, communication to parents, and notification of student progress 	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	Title I & LCAP
<ul style="list-style-type: none"> District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners 	August 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> Coordination of reviews regarding program compliance with state regulations 	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> Supplemental Services 	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$24,578	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant 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"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) 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"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>

<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$24,578	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (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"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (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"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 6,246	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>

³ 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"/>	For School Improvement Schools only: School Improvement Grant (SIG) 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"/>	Other federal funds Title III	\$1,389	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$0	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$ 7,635	
Total amount of state and federal categorical funds allocated to this school		\$32,213	

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

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.⁴ 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"/>
Chad Smith	<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"/>
Jody Kaufman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bryant Henson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lauren Gleason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sophie Spear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anastasia Stone	<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"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>

⁴ 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  _____ 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

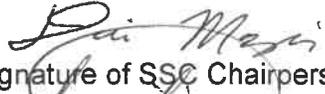
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of 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: 10-18-17

7. Attested:

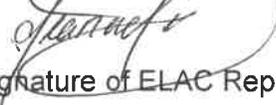
Felicia Roggero


Signature of School Principal Date 10-18-17

Dani Martinazzi


Signature of SSC Chairperson Date 10-31-17

Diana Diaz


Signature of ELAC Representative Date 10-31-17

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.

Plan Implementation

- With our first goal of 85% of our students meeting grade level proficiency in English Language Arts, our students met the goal at various grade levels. When looking at the STAR 360 data, the following grade levels met the goal. 2nd grade, 4th grade, and 5th grade. The following grade levels had 80% proficiency: Kinder, 1st grade, 3rd grade, and 6th grade.
- When looking at Smarter-Balanced data, our 3rd-6th graders almost met the goal with 82% of our students having met or exceeded the standards for English Language Arts.
- With the continued implementation of our Multi-Tiered System of Supports (MTSS), our classroom teachers were able to use the assessment data to identify students in need of intervention. Our data teams met every 6-8 weeks to look at progress monitoring data as well as benchmark data to determine not only struggling learners but also in what areas intervention needed to be focused on during small group work.
- We also met bi-monthly to hold student study team meetings to provide consistent opportunities for teachers to meet with a team to discuss concerns, share strategies, and create an action plan of next steps while building team approach with parent involvement at these meetings.
- We brought 38 students to the student study team. Of the 38 students, we tested and identified five students needing individualized education plans and six students who qualified for 504 plans. Our process is successful in determining when to begin and/or offer an assessment plan.
- We added an additional certificated tutor in November based on data and student need. The certificated tutor provided additional support with reading and writing intervention.

Strategies and Activities

- In the area of ELA, the use of two certificated tutors plus the Learning Center teacher supported students in need of both decoding, reading, and writing instruction of our English Language Learners.
- Our intervention team used research-based intervention tools-SIPPS and piloting of intervention materials during our adoption pilots.
- Certificated tutors attended all district-wide professional development to make sure they were part of learning on instructional strategies. They also attended staff meetings that supported their professional growth.
- Lexia was purchased by the district for all students in order to support reading instruction. Teachers used the program in the classrooms as well encouraging parents to use at home.
- Many of the teachers Professional Learning Goals were focused on building skills in reading comprehension. This helped support our primary students in kindergarten and 1st grade in particular.
- Weekly grade level collaboration provided opportunities for teachers to collaborate regularly on site, as well as attending professional development to inform practice and then apply to their work in the classroom.
- Based on the analysis of this practice, we recommend continuing our in ELA and Math with the addition of adding a positive behavior support system school-wide.

Involvement/Governance

- Plan was drafted at the Site Council meeting on October 17, 2017.
- The drafted plan was presented at the ELAC meeting and input was requested. The Plan was approved by the GUSD School Board in November 2017.
- We are writing the plan earlier in the year so as to allow for better monitoring of the plan's effectiveness by the SSC and other stakeholder groups throughout the year.

Outcomes

Goals for 2016-17

1. 82% of Foothill School students (grades 4th-6th) met or exceeded grade level standards on the Smarter-Balanced assessments for English Language Arts.
2. 83% of Foothill School students (grades 2nd-6th) scored in the At/Above/Watch category for reading on the STAR 360.
3. 88% of Foothill School students (grades 2nd-6th grade) scored in the

At/Above/Watch category for math on the STAR 360.

4. 78% of Foothill School students met or exceeded grade level standards on the Smarter-Balanced assessments for Math.
5. 11/39 or 28% of our English Learner students moved up in band growth (proficiency level) overall on the California English Language Development test (CELDT). 26% of our students remained at their proficiency level. 31% of our students took the test for the first time. 7% of our students went down in band growth.
6. For our newcomers, we were able to provide services to support daily language development and by year-end, the newcomers were able to join a Learning Center group for content instruction as well as language development.
7. We will continue to monitor progress of our English Language Learners as well as support in the classroom using research-based strategies such as productive partnering, use of sentence frames, pre-teach/re-teach, building on prior knowledge, visuals and graphic organizers.
8. We participated in an MTSS survey with a partnership with UCSB to support our implementation and deepening knowledge of our MTSS system and structure. Based on the year-end data, one of the data points recognized the need for social-emotional support for our students. We are adding this as a goal for this school year.
9. Teachers became more familiar with the use of EADMS as our data management tool. Professional development continued on how to enter data, and analyze to support our identification of students in need of intervention. We will be adding analysis of student growth percentiles in order to identify students on the other end of the spectrum who may need differentiated services for enrichment.