

Kellogg Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 42691956045488

County: Santa Barbara

District (Local Educational Agency): Goleta Union Elementary

School: Kellogg Elementary

Demographics

Enrollment: 439 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Kellogg is a TK–6 grade school with a diverse student population of 439 students with strong community involvement. Kellogg's mission statement “Kellogg School is dedicated to promoting academic excellence and fostering a sense of personal responsibility. Our mission is to encourage all children to fulfill their greatest potential in a positive learning experience through commitment to high standards and collaboration with the community” captures our vision.

Kellogg provides students with a well-rounded education, including weekly instruction in art, music, library, physical education, science and technology lab. Additionally each grade level has a trimester of garden classes provided by an Explore Ecology garden mentor. Students have the opportunity to participate in school-wide recital programs, the school band or string program, yoga club, ukulele club, noon league sports, or student council.

Kellogg School is home to the district's autism program. Currently 27 students are either part of Kellogg's inclusion or mainstream programs with instructional assistants

providing support throughout the day. Our inclusion specialist also serves as a SELPA captain and helps provide training to staff across the district. A full time school psychologist and speech and language specialist help oversee the IEP needs. Students have access to weekly adaptive physical education classes in addition to the occupational therapist room housed at the district office.

An active PTA provides additional funds to extend specialist programs, provide bus field trips, coordinate after school enrichment classes, as well as offer teacher grants. Each year PTA funds the Accelerated Reader Program, AstroCamp scholarships and sponsors book fairs and a Readathon each year in addition to offering evening family events. An annual giving campaign and Jogathon generate the funding needed to provide the desired resources each year. In addition to Explore Ecology field trips, trips to the local zoo and MOXI, classes also visit UCSB's chemistry lab and have "local experts" come visit. Kellogg works closely with the UCSB special education teacher program to host student teachers as well.

The Kellogg community attends bi-monthly flagpole assemblies where students are recognized for Bravo Bulldog awards for growth mindset, lifelong learning, curiosity and perseverance. The student council president leads the school in our school song and assists the principal in making announcements, recognizing student achievements, and assists in making sure the principal keeps her word when a school-wide goal for the Jogathon is reached, even if it means kissing a real bulldog or becoming a human sundae. This year the student council helped collect funds for the Red Cross following winter tragedies and helped all students create artwork facilitated by the art teacher that was mailed to different Cal Fire stations. Kellogg is a warm and welcoming community with high expectations.

Model Program and Practices

Name of Model Program/Practice: Multi-Tiered Systems of Support (MTSS)

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development

Target Population(s): Asian, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

Kellogg's MTSS model program and practices were adopted when staff identified student groups that were not receiving appropriate interventions to meet their academic and social needs to close the achievement gap. When District initiatives challenged

sites to use data-based, decision-making to evaluate current intervention practices, across student groups four years ago, Kellogg embraced the opportunity to implement school-wide ELD times and grade level intervention blocks. Staff implemented practices that led to protected instructional times, grade level pacing, and daily, targeted, grade level-specific intervention times all while staff members participated in district committees that strengthened the staff's understanding of MTSS and use of viable curriculum.

Quarterly data team meetings guide collaborative conversations around progress monitoring, student achievement and intervention practices that aligned with district trainings on differentiation, PLCs, identification of gifted students and the need to ensure all students are making growth. When teachers meet with their grade level support teams to review student data following district benchmark testing, teams evaluate the effectiveness of the intervention and the ability to provide positive results. Teams are guided by a data-based problem solving process that answers: What do we expect our students to learn? How will we know when they've learned it? What do we do when students don't learn? And when they do? Student progress is recorded and reviewed, at times resulting in a reallocation of resources to better meet the needs of students across all student populations. Currently 66 students are receiving intensified intervention supports along with 113 students receiving daily designated ELD.

Kellogg works to maximize our site-based MTSS structures to benefit all students affecting school-wide achievement levels. Staff understands by utilizing essential resources like the district-supported data management system iO, using research-based, systematic intervention programs (SIPPS, WonderWorks, Second Step) teamed with new, district-wide assessment tools (STAR 360, benchmark writing, math and kindergarten assessments) staff effectively monitor student progress, impact student achievement and assess with the purpose to inform instruction.

The site budget approved by School Site Council (SSC) and shared with PTA and ELAC members, increased from \$42,045 to \$93,740 for certificated tutor support between 2013 and 2017. The increase of \$51,695 reflects implementation of the new ELD state standards and adoption of MTSS best practices in response to closing the achievement gap. Staff decisions to incorporate designated ELD by grade teamed with targeted intervention increased allocations by \$22,594 in the last year.

Commitment to continue to develop as lifelong learners ourselves and model for our students that learning is a continual cycle is what makes Kellogg a distinguished school.

Implementation and Monitoring

Throughout our journey, Kellogg staff members have shared progress on MTSS practices and the use of site funds to support MTSS interventions with SSC, ELAC, and PTA members. Parents become personally engaged in conversations with staff about designated ELD practices and/or intensified interventions in math or ELA during parent-teacher conferences when their student has received direct intervention services. Parents also receive information on standards-based report cards and in some cases

are invited to be partners on a Student Success Team (SST) to examine a students' lack of progress academically or behaviorally. When the social-emotional curriculum, Second Step, was implemented this year, the community was made aware through our monthly newsletters, teachers' updates, and the online communication tool, ParentSquare.

Monitoring and assessment of MTSS practices among staff is reviewed within the data team structure analyzing both formative and summative assessments throughout the year, in addition to reviewing California dashboard and CAASPP results. Similarly, the parent community, specifically those attending parent meetings, review the above mentioned resources as well, not participating directly in the data team process. When considering Single Plan for Student Achievement (SPSA) goals, staff and SSC members participate in the collaborative process creating and reviewing goals each year, evaluating the effectiveness of MTSS strategies and structures to close the achievement gap. This oftentimes leads to professional learning for all staff as needs arise within student subgroups.

Last February, the principal and PLC lead teacher, attended the Summit on Professional Learning Communities at Work™ and learned PLC strategies to help better facilitate data team meetings and intervention support. Through district training, grade level teams wrote PLC goals striving to improve instructional practices to increase knowledge and ultimately capacity building for our site. Additionally, staff serving on district sub-committees created a multi-faceted approach to student learning. Each member reported back at staff meetings sharing progress on the committees' work. The principal attended the MTSS CA/SUMs training in the '17–18 school year, furthering her ability to enhance the importance of the social-emotional curriculum and assessment needed at the site.

Kellogg's data team meetings have become more efficient as staff have become more familiar with the iO management system, STAR 360 and the district-wide assessments and better understand the importance of providing high-quality, tier one instruction to all students. Ongoing discussions with support staff has helped refine MTSS practices to better meet our site's needs, take ownership over our students' learning through analysis of both formative and summative assessment data, and strengthen our staff's ability to provide strong instruction.

Results and Outcomes

Grade level conversations around our EL, SED, and SWD subgroups continue to be the focus at staff, SSC, ELAC and district meetings as the majority of our students continue to perform at high levels. Staff members review CELDT and CAASPP scores each fall, and overall school results are summarized at SSC, ELAC and PTA meetings. These data-driven discussions impact SPSA goals as well as reflect district LCAP actions. As the year progresses, staff members discuss progress of specific students using a combination of STAR 360, SIPPS, KSEP, and our math, writing and kindergarten assessments, with the intent to provide greater impact on individual student learning.

Looking at our 2016–17 California dashboard, "All students" ranked Very High in math, with an increase of 7.8 points. "EL" ranked High, increasing 8.9 points, "SED" ranked Medium, increasing 6.9 points, and "Hispanic" remained Low, declining 1.2 points. In ELA, "All Students" placed Very High, declining 2.1 points, "EL" increased by 9.1 points to Medium, "SED" increased 1.6 points maintaining Low status, and "Hispanic" decreased .4, remaining in Low. When disaggregating the RFEP and EL students, "EL Only" increased significantly in both academic areas. Although remaining in Low for both ELA and Math, our English Learners demonstrated a 21.1 point increase in ELA and a 20.6 point increase in Math.

The English Learner Progress Indicator (ELPI) shows our ELs rank High despite a 2.8 point decline. As a leadership team focused on MTSS processes, we continue to analyze this data knowing that language and literacy go hand-in-hand, and examining practices around language acquisition is essential to success for our EL students. With a new ELA adoption this year as well as implementation of the ELPAC, our ELD program has improved tremendously and will likely impact scores for next year. When reviewing our STAR 360 results mid-year, we analyze median Student Growth Percentile (SGP) rankings by grade level. Overall, students are expected to reach a 40 percentile gain over the course of one year. In math in grades 2–6, our March data team meetings reflected that the school's overall median was 63 and in ELA in grades 1–6, the median was 62. In the Early Literacy for grades K–1, the median SGP was 58. iO data reports also provide comparisons over time highlighting gains in math benchmarks, specific standards-based performance, as well as kindergarten tracking of skills and progress.

In collaborative teams, we analyze, discuss, and share STAR 360 skill reports with intervention teachers, and identify students showing little to no growth, as well as those high achieving/gifted students who are not making expected progress. Discussions about growth mindset, student motivation, focus and behavior oftentimes are discussed along with recommendations for referrals for Student Success Team. We are constantly refining and reflecting upon our practice to better meet the needs of our students.