



Santa Barbara Unified School District

720 Santa Barbara Street, Santa Barbara, CA 93101 Phone 805-963-4338, TDD 805-966-7734, Fax 805-963-1877
www.sbsdk12.org

Student Achievement Workshop Report

School: Cleveland Elementary School
Principal: Cynthia L. White, Ph.D.
School Year: 2012-2013

1. What does the student achievement data tell you?

The student achievement data indicates that the school's API has steadily declined over the past several years. In particular, the second grade achievement data is exceptionally low. This past year's second grade API measures 680. The 3rd through 5th grade API is 735, and the 6th grade API is 745. These scores seem to demonstrate that over time student achievement improves as students move through grade levels though not at levels expected.

One significant factor that has contributed to low scores is that teachers have not participated in the professional development offered by the District over the past several years, so Cleveland teachers are at a pedagogical disadvantage compared with other district elementary schools' teachers. Other factors that may have impacted student achievement include an inconsistent discipline policy, and a concomitant lack of an overarching philosophical framework around student character, or in other words, there has been a lack of attention to the attitudes and mindset about learning. A third area of re-focus, in response to the data, is the use of data to inform instruction, in a Professional Learning Community forum.

2. What are you doing in response to the data?

This year, in response to the data, we have implemented Character Counts as a strategic a way to inculcate positive attitudes and mindsets about learning, as well as to model how to students' relationships with their peers, teachers, the school, and the community will guide them to become caring, principled, and responsible citizens.

In addition, we have focused our professional development on instructional strategies to enhance academic rigor. Specifically, teachers are attending professional development offered by the district, the county and the community to improve and refine their instructional practice. We've contracted an instructional coach for the teachers so as to individually support teachers in taking up strategies to enhance academic rigor and student engagement strategies in their classrooms.

Our third focus area is on professional learning communities. Specifically, we are using formative, and summative assessment data to adjust instruction to meet the needs of our students.

3. In what ways is your response in 2012-13 different than your response in 2011-12?

These strategies and responses to the data are different from last year. As I am new to Cleveland, I was not a part of last year's plan.

*Intelligence plus character – that is the true goal of education.”
Martin Luther King Jr.*

Single Plan for Student Achievement 2012-2013

Cleveland Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Dr. Cynthia White
123 Alameda Padre Serra Dr.
Santa Barbara, CA 93103
805-963-8873
cwhite@sbsdk12.org

CDS Code: 48-235464
Plan Period: 7/16/2012-5/30/2013
Date of this revision: 8/01/2012

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
<p>The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world.</p> <p>Core Beliefs and Commitments</p> <ul style="list-style-type: none"> We believe that the achievement of the district's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members and the community. We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We will effectively and transparently manage our financial and human resources to support our educational goals. We will maintain safe and orderly school environments for all students and employees. We will promote a culture of mutual trust and respect among students, parents, staff and community members. We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities. <p>Cleveland School's Vision and Mission Statements:</p> <p>Vision We believe children learn best when they engage in a variety of meaningful activities in a rigorous, structured and positive environment. All members of the Cleveland School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, productive and responsible citizens.</p> <p>Mission The vision of education at Cleveland School is based on a commitment to preparing children for thoughtful and active citizenship in a democratic society. This requires that we organize educational experiences for students that promote the development of intellectual habits of mind, critical reflection, life-long learning and a realization of the importance of individual and collective contributions to school and society.</p>	<p>Summary of Data:</p> <p>An analysis of student performance data was conducted using the CST's in ELA and Math, CELDT, ADEPT and Benchmark Assessments. Cleveland School did not meet its AMO levels needed to make Adequate Yearly Progress.</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Schoolwide 31.8 Hispanic 31.9 Socio-Economically Disadvantaged 31.8 English Learner 29.5 Students with Disabilities 19.2 <p>Math</p> <ul style="list-style-type: none"> Schoolwide 42.3 Hispanic 42.7 Socio-Economically Disadvantaged 42.3 English Learner 41.4 Students with Disabilities 34.6 <p>Schoolwide API 703</p> <ul style="list-style-type: none"> Hispanic API 703 White API N/A Socio-Economically Disadvantaged API 703 English Learner API 688 Students with Disabilities API 673 	<p>Conclusions Data Performance:</p> <p>The 2012 STAR federal and state data indicate that Cleveland School did not demonstrate growth for grade levels and student cohorts over the previous year in English Language Arts and Math.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders. The lack of School-wide growth as measured by the State of California Academic Performance Index (API) also reflects the need for academic improvement on a school-wide basis.</p> <p>Teachers and parents are concerned about the drop in our school's API this past year, and look forward to implementing strengthened programs and procedures that will return our school to a path of upward student achievement. We believe we can attain higher levels of academic achievement by focusing on the following common elements of successful schools:</p> <ul style="list-style-type: none"> Refocusing attention of all school community members on academic success for all of our students, through the delivery of rigorous, relevant, and relationship-building instruction, monitoring and learning support systems. Each grade level team of teachers and support staff will provide students with multiple opportunities for learning success through the school's year-round calendar, tutoring and intersession. Professional Learning Communities at each grade level will develop "best practice" teaching strategies, for Tier I core instruction. Intensive professional development in content and instructional strategies. Character Counts infused in all aspects of school culture. Each grade level teacher team will regularly assess student learning and will identify and deliver differentiated learning interventions appropriate to the Tier I, II and Tier III needs of students. <p>We believe that the systematic delivery of standards-based instruction, together with the ongoing evaluation of student achievement data to guide future instruction and to provide targeted learning interventions, will ensure our students' progress towards academic excellence.</p>
	Areas met:	Conclusion areas met:

<p>The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world.</p> <p>Core Beliefs and Commitments</p> <ul style="list-style-type: none"> • We believe that the achievement of the district’s mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members and the community. • We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. • We will effectively and transparently manage our financial and human resources to support our educational goals. • We will maintain safe and orderly school environments for all 	<p>An analysis of student performance data was conducted using the CST’s in ELA and Math, CELDT, ADEPT and Benchmark Assessments. Cleveland School did not meet its AMO levels needed to make Adequate Yearly Progress.</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Schoolwide 31.8 • Hispanic 31.9 • Socio-Economically Disadvantaged 31.8 • English Learner 29.5 • Students with Disabilities 19.2 <p>Math</p> <ul style="list-style-type: none"> • Schoolwide 42.3 • Hispanic 42.7 • Socio-Economically Disadvantaged 42.3 • English Learner 41.4 • Students with Disabilities 34.6 	<p>The 2012 STAR federal and state data indicate that Cleveland School did not demonstrate growth for grade levels and student cohorts over the previous year in English Language Arts and Math.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders. The lack of School-wide growth as measured by the State of California Academic Performance Index (API) also reflects the need for academic improvement on a school-wide basis.</p> <p>Teachers and parents are concerned about the drop in our school’s API this past year, and look forward to implementing strengthened programs and procedures that will return our school to a path of upward student achievement. We believe we can attain higher levels of academic achievement by focusing on the following common elements of successful schools:</p> <ul style="list-style-type: none"> • Refocusing attention of all school community members on
--	--	---

Analyze Educational Practices

Required Area	Description	Conclusion
Alignment of Curriculum, instruction and materials to content and performance standards	<ul style="list-style-type: none"> All students have standards aligned materials. We are aligning curriculum to the Common Core Standards. Our teachers work in Professional Learning Communities to align and backwards map the curriculum to the Common Core Standards. 	Curriculum alignment is an ongoing process. Our school met the Williams Settlement Act.
Availability of standards-based instructional materials appropriate to all student groups	All students have access to standards-based instructional materials including state-adopted text books and district adopted materials, as well as extension activities for our Gifted students. In grades K-6, Open Court 2002 provides articulated, standards-based curriculum, materials and instruction for reading/language arts within and across all grade levels. The Open Court program offers a variety of strategies to pre-teach, re-teach and extend learning through experiences based on student needs. The systematic ELD program serves the needs of our English Language learners through the school's ELD curriculum: Carousel of Ideas and Language for Learning in grades K-2, System 44 in grade 3, READ 180 in grades 4-6. The adopted enVision math curriculum provides the basis for standards-based mathematics instruction with teacher-designated opportunities for enhanced and extended learning. Teachers collaborate in PLC's each week for 60-75 minutes which allow for continuous evaluation of assessment data, the modification of instruction and the delivery of appropriate interventions.	Our school met the Williams Settlement Act.
Alignment of staff development to standards, assessed student performance and professional needs	<p>Determining professional development is done through comprehensive data analysis, curriculum review, and teacher and parent surveys. All professional development activities are aligned to the standards, areas of improvement identified by summative and formative assessment results, professional needs identified by individual staff members in the annual goal-setting process and formal and informal classroom observations by the principal.</p> <p>The focus of staff development at Cleveland School in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Implementing Character Counts 2. Using Kinsella ELD strategies. 3. Learning about Common Core State Standards (CCSS), and the instructional strategies that will be required to meet these standards in District grade level meetings. 4. Strengthening of our collaborative planning, common teaching and learning strategies, monitoring and intervention through grade level PLC's. 5. Using inclusion strategies from the District Inclusion Implementation Plan training. 6. Using at least one Environmental Education Initiative science replacement 7. Use lesson study protocols to strengthen instruction 8. Instructional Strategies Coaching <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> Edusoft CCSS training, planning and support Differentiated Instruction Using assessments to inform instruction and targeted interventions AVID Instructional Strategies Jonathan LeMaster Systematic ELD Emergency response training Technology support and training 	<p>Our staff has made the commitment to utilize and implement the following best practices from these resources to improve academic and social outcomes:</p> <ol style="list-style-type: none"> 1. Teach Like a Champion 2. Character Counts 3. Kate Kinsella--READ 180 Red Strategies 4. AVID strategies, grades 4-6 5. Edusoft training with Wayne Cole 6. Rehearse CCSS by designing and teaching a unit using CCSS 7. Implementing District professional development support in science teaching/learning 8. Coaching will be a key to refining teaching practices.

Analyze Educational Practices

Required Area	Description	Conclusion
Services provided by the regular program to enable under performing students to meet standards	<p>During initial instruction, teachers use the explicit instructional strategies and techniques built into the school district's adopted programs. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level. Teachers support English learners' acquisition of English as a second language through focused grammar and vocabulary development as well as providing pre-teaching and scaffolding for the literature lessons. Systematic ELD instruction is provided for 30 minutes daily in homogeneous groups by grade level.</p> <p>Other services provided are the following: Library/Media Specialist, Computer Assisted Learning in the Computer Lab, Differentiated Instruction, Individualized/small group instruction and Character Counts recognition to recognize student success, effort and achievements.</p>	<p>Since the principal facilitates teachers' initial identification of at-risk students, the administration of District critical standards benchmark assessments, and grade level end-of-unit assessments, as well as meetings at which necessary interventions are determined for benchmark, strategic, and intensive level students, student success is ensured.</p>
Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Developmental Reading Assessments are used in grades K-6 to inform reading instruction by identifying a students' instructional reading level and reading strategies which have been mastered. This information allows for a focused approach to reading intervention. Teachers intervene with Far Below Basic and Below Basic students during workshop or flexible grouping time in small groups or one-on-one. English Learners in grades K and 1 receive supplementary support during daily ELD lessons to support their English language acquisition. - Our READ 180 and System 44 programs serve as an English Language Arts Intervention Curriculum 4-6th grade students, including 24 Special Education Students. We currently offer 3 classes of READ 180, with each class containing a System 44 group. Students are carefully placed in each class based on teacher referral, CST scores and READ 180 assessments that determine each student's lexile level. The READ 180 classes are taught by credentialed regular education teachers, with the assistance of one special education instructor and special education instructional aides. Differentiated Instruction occurs across all grade levels ensuring all students are being equally challenged. This year we are extending the supplementary use of System 44 to all third students to support their mastery of phonics skills. - Classroom teachers tutor at-risk students after school and during intersession. - Teachers provide homework help and instructional assistance for students of non-English speaking parents in conjunction with CBET funding and through a partnership with Santa Barbara City College the parents of these students participate in an adult education class for second language learners to acquire English. School-Readiness Support for non-school aged children is provided for CBET participants. - Healthy Start Family Advocate provides students and families with information and support for accessing community services and acts as a liaison between the school and family. - Counseling services for students this year have been nearly doubled over 2010 levels because of the CARE federal grant. A FSA counselor provides 24 hours of weekly social/emotional support to students and families. The counselor works with teachers and families to identify skills and strategies to improve academic achievement and school success. The counselor also works with social skills groups to improve social interactions and students abilities to get along with others. Students in social skills groups learn how to appropriately respond in a variety of social situations. The FSA counselor also facilitates learning in the classroom when specific social/emotional issues arise. 	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
CONTINUED: Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Staff development opportunities for teachers and support staff through the purchase of professional development materials, working with consultants, providing time for collaboration and attending seminars and conferences. - Computer technical support that supports supplemental software. And, computer organizational support to oversee the management of software programs that are being offered as extended day and extended year supplemental instruction. - Technology- to provide adequate technology in the classroom as well as training, learning, support, and materials that are unavailable in economically disadvantaged homes. Outdated hardware and software replacement in order for teachers, students and administration to be effective. - One Home/School Liaison - to provide telephone and personal assistance to low-income and limited English families, such as attendance, meal applications, registration, school policies, etc. - Additional office clerical support is provided to students, parents and staff during the school's intersession periods. - One Healthy Start Family Advocate connects families to needed community resources. - Instructional coach - Americorps <p>Parenting classes are offered to parents to improve parenting skills that directly effect student success and positive behaviors.</p> <ul style="list-style-type: none"> - CELDT coordinator is in charge of all English Language Learners CELDT/LAS testing, as well as official documents. This coordination provides staff and parents with timely and accurate test results for all of our English Language Learners. - STAR Coordinator in charge of all STAR tests as well as make-up tests . - Teachers provide additional learning time (10 additional days) and support to targeted students in grades K-6 through the Intersession Support Program. 	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	Teachers in Professional Learning Communities triangulate the student achievement data they receive from state assessments, from district benchmarks and site specific benchmarks throughout the year to better guide instruction and interventions.	Teachers re-design instruction to meet individual student needs that are aligned to state standards and subgroup proficiency targets.
Number and percentage of teachers in academic areas experiencing low student performance	All teachers provide instructional services and support to students experiencing low performance.	Our professional development is supporting and training our teachers to meet the learning needs of all students.
Family, school, district and community resources available to assist these students	Our families, school district and community are very supportive of our instructional programs. We are supported by and appreciate the many different organizations, foundations and institutions of higher education that deepen and enrich our school mission.	In light of current economic challenges, these supports are vital to the academic success and personal growth of our students.
School, district and community barriers to improvements in student achievement	School facilities need significant upgrades to provide a healthy and conducive learning environment for all students.	Vigorous measures need to be taken to renovate and modernize school facilities.
Limitations of the current program to enable under performing student to meet standards	As a result of the declines in state funding, class sizes continue to increase while support personnel decrease.	The ongoing decline in State and Federal funding remains a surmountable challenge to providing appropriate learning support to our students. Limited funding and hard caps on class size in grades 4-6 force split classroom levels, which are not ideal.

Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teachers, grades PK-6	- Increase the instructional rigor - Differentiated Instruction Target- 75% of students move up one proficiency band on CST	- Kinsella training, LeMaster training - Ongoing coaching - Ongoing PLC - Ongoing monitoring Focus group discussions at monthly faculty meetings on the use of academic language, accountable partner work, and <i>Teach Like a Champion</i> Development of PLC protocols and staff meeting follow-up.	- July 16-May 30	- Rtl Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003 Kinsella, 2010 AVID Rorie, 2007	Principal, Dr. White	- Informal Walk-Throughs, Evaluations and Observations Grade level meetings with the principal	- Daily - Weekly - Monthly - Yearly	October 9, 2012 Workshop with Janet Gordon, Professional development in Oct and Nov, and monthly follow-up discussions at Faculty Meetings During Staff meetings Instructional Strategies Coaching	- Title I (3010)
Tier II	- Open Court K & 1st grade IA's	- Small group instruction	- Hire Americorps for K classrooms. - IA's for second grade	- July 16-May 30	- Rtl Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003	- Principal, Dr. White	- Benchmark assessments - Formative assessment	- Trimester - Weekly	- SBCEO Americorps training	- Title I (3010)

	<ul style="list-style-type: none"> - Carousel of Ideas - READ 180 - After school tutoring 	<ul style="list-style-type: none"> - Small group instruction - Target 75% of students move up one proficiency band on CST 	<ul style="list-style-type: none"> - Set schedule for SRI - Meet with READ 180 Team - Determine students who will be in the class - Assign teachers 	<ul style="list-style-type: none"> - Spring - April - May - May 	<ul style="list-style-type: none"> - AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005 	<ul style="list-style-type: none"> - Principal, Dr. White 	<ul style="list-style-type: none"> - ADEPT - SRI - SAM - DIBELS 	<ul style="list-style-type: none"> - Trimester - Quarterly - Weekly 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	<ul style="list-style-type: none"> EIA (7091) - LEP (4203) - Title I (3010)
	AOK	<ul style="list-style-type: none"> - Support academic and social emotional achievement of 100 SED students 	<ul style="list-style-type: none"> - Collaborate with teachers using liaison 	<ul style="list-style-type: none"> - Weekly 	After School Alliance http://www.afterschoolalliance.org/research/IssueBriefs.cfm	<ul style="list-style-type: none"> - AOK - Principal 	AOK developed assessments	Formative and summative	Ongoing training with liaison	ASES

Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	- System 44	- Small group instruction	<ul style="list-style-type: none"> - Set schedule for SRI - Meet with READ 180 Team - Determine students who will be in the class - Assign students - Monitor progress 	<ul style="list-style-type: none"> - Spring - April - May - May 	<ul style="list-style-type: none"> - AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005 	- Principal, Dr. White	<ul style="list-style-type: none"> - ADEPT - SRI - SAM 	<ul style="list-style-type: none"> - Trimester - Quarterly - Weekly 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	
	<ul style="list-style-type: none"> - Based on STAR & benchmark data - IAs for 2nd grade and 4-6 - READ 180 - 20 minutes of afterschool tutoring by teachers 2 times a week for grades 2-6 	- Small group individualized instruction for at-risk students	- Hire IAs to support 2 nd grade reading Set up a PAR sheet for compliance.	<ul style="list-style-type: none"> - August 18 - October 17-May 30 	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. White	- DRA, Open Court Benchmark and Formative Assessments, DIBELS.	<ul style="list-style-type: none"> - Weekly - Trimester 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students through accountable partnering - Student engagement - <i>Teach Like a Champion</i> 	State Hourly Intervention funds
	Intersession Support Program -After school tutoring	- Extend the Academic School Year for the most At-Risk students in grades K-6 by up to 15 school days.	- Identify up to 100 at-risk students for participation in fall and spring intersession support classes.	- <i>Early Childhood Intervention : Proven Results, Future Promise</i> by Karoly, Lynn, et.al,2005.	Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. White	<ul style="list-style-type: none"> - ADEPT - DIBELS - Measuring Up Assessments - District Benchmarks - Unit tests 	<ul style="list-style-type: none"> - Weekly - Monthly - Trimester 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	-Title I (3010)

Math Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	<ul style="list-style-type: none"> Teachers, grades PK-6 CCSS Instructional Strategies Partnership Cleveland, Harding, UCSB Math Dept. 	<ul style="list-style-type: none"> Differentiated Instruction Target 75% of students move up one proficiency level on CST Provide students with rigorous problem solving strategies that are CCSS-aligned 	<ul style="list-style-type: none"> Monthly Faculty Meeting discussions of <i>Kinsella, Le Master</i>, instructional strategies commitments. Monthly PLC follow-up sessions. Weekly PLC lesson study sessions 	<ul style="list-style-type: none"> July 14-June 8 	<ul style="list-style-type: none"> <i>Teach Like a Champion</i> by Doug Lemov <i>Kinsella (CDE, 2010)</i> <i>AVID (LeMaster) Rorie, 2007</i> Ray McNulty. "Best Practices to Next Practices" ICLE National Conference, 2011 	<ul style="list-style-type: none"> Principal, Dr. White 	<ul style="list-style-type: none"> Informal Walk-Throughs, Evaluations and Observations Lesson Study Observations and study sessions District Benchmark assessments 	<ul style="list-style-type: none"> Daily Yearly Weekly 	<ul style="list-style-type: none"> enVision Data trainings using Edusoft and Measuring Up Kinsella Le Master Bill Jacob Comprehensive math training 	<ul style="list-style-type: none"> Title II (4035) Title I (3010)
Tier II	<ul style="list-style-type: none"> Intersession envision Math support to students through the Intersession Support Program Computer adaptive math program 	<ul style="list-style-type: none"> Extended school year Target 75% of students move up one proficiency level on CST Purchase Dreambox licenses 	<ul style="list-style-type: none"> Teachers in grades k-6 offer extended school year support (up to 10 days per year) to at-risk students in math during Intersession Support Classes. Rotations that include computer adaptive technology 	<ul style="list-style-type: none"> Sept/Oct. March 	<ul style="list-style-type: none"> Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) 	<ul style="list-style-type: none"> Principal, Dr. White 	<ul style="list-style-type: none"> Benchmark assessments Formative assessment 	<ul style="list-style-type: none"> Trimester Weekly STAR 		<ul style="list-style-type: none"> EIA (7091) Title I (3010)

Tier III	<ul style="list-style-type: none"> - K-6th grade Math intervention hourly tutoring 	<ul style="list-style-type: none"> - Small group individualized instruction for at-risk students - Target 75% of students move up one proficiency level on CST 	<ul style="list-style-type: none"> - Hire one of our staff to work on hourly-basis to direct two-day-a – week after school math support program for at risk students in grades 3-6 	<ul style="list-style-type: none"> - July 14-June 8 	<ul style="list-style-type: none"> - Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, - <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) 	<ul style="list-style-type: none"> - Principal, Dr. White 	<ul style="list-style-type: none"> - enVision unit tests - Benchmark assessments - Formative assessments 	<ul style="list-style-type: none"> - Weekly - Monthly - Trimester 	<ul style="list-style-type: none"> - Differentiated instruction - Building student number sense - Student engagement - <i>Teach Like a Champion</i> 	<ul style="list-style-type: none"> - Hourly Intervention Fund for students in grades 3-6
	AOK	<ul style="list-style-type: none"> - Support academic and social emotional achievement of 100 SED students 	<ul style="list-style-type: none"> - Collaborate with teachers using liaison 	<ul style="list-style-type: none"> - Weekly 	After School Alliance http://www.afterschoolalliance.org/researchIssueBriefs.cfm	<ul style="list-style-type: none"> - AOK - Principal 	AOK developed assessments	Formative and summative	Ongoing training with liaison	

English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Program, K-6 Teachers	- Differentiated Instruction - Target 75% of students move up one proficiency level on CELDT - Small group, hands-on, targeted instruction for EL's.	- Focus on oral language development with an emphasis on best practice instructional strategies. - PLC and staff meeting follow-ups.	- July 16-May 30	- <i>Teach Like a Champion</i> by Doug Lemov, Kinsella, LeMaster - Ray McNulty. "Best Practices to Next Practices" ICLE National Conference, 2011	- Principal, Mr. Vail	- Informal Walk-Throughs, Evaluations and Observations,	- Daily - Yearly	- AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - Instructional Strategies Coaching -	- Title I (3010) - EIA (7091)
Tier II	- Intersession support to EL students through the Intersession Support Program	- Extended school year - Target 75% of students move up one proficiency level on CELDT	- Teachers in grades k-6 offer extended school year support (up to 20 days per year) to at-risk students in math during Intersession Support Classes.	July 16-May 30	- Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, - <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. White	- Benchmark assessments - Formative assessment	- Trimester - Weekly - STAR		EIA (7091) Title I (3010)

English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II	<ul style="list-style-type: none"> - READ 180 Computer Support IA - Buy down class size in primary grades 	<ul style="list-style-type: none"> - Small group instruction 	<ul style="list-style-type: none"> - Utilize one Learning Center support teacher to support EL students 	July 16-May 30	<ul style="list-style-type: none"> - Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) 	<ul style="list-style-type: none"> - Principal, Dr. White 	<ul style="list-style-type: none"> - ADEPT - SRI - SAM - STAR - CELDT 	<ul style="list-style-type: none"> - Trimester - Quarterly - Weekly 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	
	<ul style="list-style-type: none"> - READ 180 	<ul style="list-style-type: none"> - Small group instruction 	<ul style="list-style-type: none"> -Set schedule for SRI -Meet with READ 180 Team -Determine students who will be in the class -Assign students 	<ul style="list-style-type: none"> -Spring -April -May -May 	<ul style="list-style-type: none"> -AB 1802 list of approved materials for ELs -State Board approved replacement curriculum -Kinsella & Feldman 2005 	<ul style="list-style-type: none"> - Principal, Dr. White 	<ul style="list-style-type: none"> - ADEPT - SRI - SAM 	<ul style="list-style-type: none"> -Trimester -Quarterly -Weekly 	<ul style="list-style-type: none"> ADEPT training SB 472 Cadre Meetings 	<ul style="list-style-type: none"> - EIA (7091) - Title III (4203)
Tier III	<ul style="list-style-type: none"> - Title III Compliance Coordinator 	<ul style="list-style-type: none"> - Individualizing intervention for EL students - Target 75% of students move up one proficiency level on CELDT 		July 16-May 30		<ul style="list-style-type: none"> - PrincipalDr. White 	<ul style="list-style-type: none"> - ADEPT - SRI - Open Court - STAR - CELDT - DIBELS 	<ul style="list-style-type: none"> - Trimester 	<ul style="list-style-type: none"> - Annual CELDT Training 	<ul style="list-style-type: none"> - EIA (7091)

Successful, Safe and Healthy Students Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Program, K-6 Teachers	- Safe and Healthy Environment - Increase students' pro-social behavior	- The first two weeks of school focus on Character Counts Pillars - Schedule Character Counts recognition awards - Meet "No Place for Hate" requirements – 3 events - PLC and Staff meeting follow-up. - Disability Awareness Day (Nov 1) - No Place for Hate	July 16- May 30 quarterly July 16 October	- Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	- Principal, Dr. White	- Reduced number of suspensions/expulsions - Reduced number of principal referrals - Increasing positive student behaviors - Official "No Place for Hate" award status - Monitor behavior referrals	- Daily - Yearly	Character Counts	
Tier II	- Strategic Behavior Intervention Planning per School-wide Behavior Support Program	- Intervention for students who are at risk - Accelerate social/emotional support to students	- Monitor student behavioral performance - Implement behavior pyramid - Implement District SST monitoring protocols	July 16- May 30	- Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal Behavior Support Team SST Team	- Monitors data from student behavior plans - Monitor suspension data - Reviews, identifies resources for students exhibiting persistent behavior problems. Reports to SST	- Weekly	PLC	
Tier III	- Family Advocacy - Suspensions	- Intensive intervention for at risk students - Target decrease by 20% FSA referrals and suspensions	- Monitor implementation of behavior plan - Make outside agency referrals - Create suspension monitoring protocol	July 16- May 30	- Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	- Principal - FSA - Counselor - School Psychologist	- Monitor data from student behavior plans - Monitor suspension data - Monitor FSA caseload	- Weekly	Behavior Support Workshop	

School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Yolanda Allison	574-9344	ymvallison@aol.com
Irene Bautista	450-4951	chalywaly@yahoo.com
Ana Rico	331-9235	a.rico64@yahoo.com
Jessica Urea	617-5602	jacobjacobjacob@hotmail.com
Eneden Soriano	336-3082	enedensorian@hotmail.com
	Teachers	
Name	Phone Number	e-mail
open	963-8873	@sbsdk12.org
Lisa Minotto	963-8873	lminotto@sbsdk12.org
MK Littman	963-8873	mlittman@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Patricia Olsen	963-8873	
	Community Members	
Name	Phone Number	e-mail
	Principal	
Name	Phone Number	e-mail
Cynthia White	963-8873	cwhite@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

	Parents	
Name	Phone Number	e-mail
Angelina Mendoza	319-3876	Lezly805@hotmail.com
Teresa Reynoso	965-5847	
Mayra Torro	448-1082	
Laura Carrasco	568-1809	
Guillermina Soltelo	452-7824	
Sandra Medrano	451-0083	
	Teachers	
Name	Phone Number	e-mail
N/A		
	Classified Staff	
Name	Phone Number	e-mail
N/A		
	Community Members	
Name	Phone Number	e-mail
N/A		
	Principal	
Name	Phone Number	e-mail
Cynthia White	963-8873	cwhite@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
Incident Commander	Cynthia White	cwhite@sbsdk12.org
Assistant	Stephen Criley	scriley@sbsdk12.org
Public Information	Yolanda Navarro, Natasha Henley, Alissa McFall, Andy Ceron, Andrew McGowan	
Records/Attendance	Aurora Delatorre,	
Counseling	Catherine Van Nostrand, Nancy Ranck	
Medication	RoseMarie Gil	
Facilities/Fire Abatement	Stan Mize, Ed Andrino, Mark Stucky	
Search & Rescue	Kevin Sullivan, Gerardo Gil, jill Sawicki	
Incidence Response Team	Name	e-mail
Classified	Yolanda Navarro	ynavarro@sbsdk12.org
Certificated	Jill Sawacki	jsawicki@sbsdk12.org
Certificated	Krista Knecht	kknecht@sbsdk12.org
Certificated	Lisa Minotto	lminotto@sbsdk12.org
Other:	Name	e-mail

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Cleveland Elementary School

Date: 01/08/13

Code	Category	Title I	EIA LEP	EIA SCE	LEP Title III	AB 825 SIP	CBET*	Total
1110	Teacher Salary	\$30,000.00	\$10,000.00					\$40,000.00
1120	Teacher Hourly	\$2,678.00	\$12,000.00		\$15,640.00	\$1,500.00		\$31,818.00
1140	Teacher Subs	\$500.00		\$3,000.00				\$3,500.00
2110	Inst. Aide Salary	\$6,028.00	\$12,082.00		\$8,826.00		\$2,769.00	\$29,705.00
2120	Inst. Aide Hourly		\$200.00					\$200.00
2410	Clerical Salary		\$40,093.00					\$40,093.00
2420	Clerical Hourly	\$6,000.00			\$12,000.00			\$18,000.00
3000	Benefits		\$32,500.00					\$32,500.00
	Sub total	\$45,206.00	\$106,875.00		\$36,466.00	\$1,500.00	\$2,769.00	\$195,816.00
4110	Textbooks							\$0.00
4310	Instructional Materials							\$0.00
4340	Computer Software & Supplies	\$16,458.00	\$2,000.00		\$6,000.00	\$1,064.00		\$25,522.00
4350	Office Supplies			\$37,978.00				\$37,978.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.			\$5,000.00				\$5,000.00
5230	Inservice Training	\$5,000.00				\$5,000.00		\$10,000.00
5900	Telephone							\$0.00
5810	Contracted Services	\$24,771.00	\$7,000.00		\$4,000.00			\$35,771.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$46,229.00	\$9,000.00		\$10,000.00	\$6,064.00	\$0.00	\$71,293.00
	TOTAL BUDGET	\$91,435.00	\$115,875.00	\$45,978.00	\$46,466.00	\$7,564.00	\$2,769.00	\$267,109.00

*Applies only to Adams, Cleveland, Franklin, Harding, and McKinley.