



Santa Barbara Unified School District

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www.sbsdk12.org

Student Achievement Workshop Report

School: Franklin Elementary School

Principal: Casie Killgore

School Year: 2012-2013

1. What does the student achievement data tell you?

Although we have raised the API 71 points on four years, we are still in Program Improvement. Like it says above our office door, "High Expectations, No Excuses.", there is no excuse for our Program Improvement placement. We can improve in every area. We are encouraged that over 50% of our sixth graders are proficient and able to be eligible for college prep classes at the secondary level. Compared to other like schools, this number is high although still not acceptable. If parents entrust their children to us for seven years, we are only giving 50% a chance. We are only 48% proficient in ELA and 58% proficient in Math as a school. These numbers must be at least 75% in both respected areas. We continue to have low scores in our 2nd and 3rd grade. Our 3rd grade was very low in ELA and this cohort has been noted since Kindergarten. We are pleased with the amount of students who moved into the Basic category although this cohort continues to be low performing. Our fourth-sixth grade program is improving yet proficiency percentages must continue to raise yearly. Our Science scores practically mirror our ELA scores, right around 48%. This data along with looking at the amount of Basic students we have, it is very clear. We are doing a good job getting students out of Far Below Basic and Below Basic categories, although they are getting into the Basic category and staying there in the ELA CST, Science CST, ALS Benchmarks, and CELDT tests. Bottom line, we must improve our primer program, provide solid foundations, and concentrate on the Basics.

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

We have had PLC's since 2008, although we have never been as focused and strategic as we are now. We use the weekly 135 minute PLC using DuFour Model to identify key standards, instructional strategies, assessments, and strategic/intensive intervention groups. We also implemented ALS at the Kindergarten and First grade level to resemble CST testing and improve individual and grade level accountability. We have implemented Professional Development on a regular basis in first grade with a literacy consultant. We are continuing RTI staff at every grade level for three to five days a week to help the identified strategic groups. Lastly, we dissembled the computer lab and "pushed in" technology into the classroom and replaced the lab with a Science Lab.

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

We implemented regular Professional Development in first grade, increased accountability using DuFour's PLC model and ALS in Kindergarten and first grade. I moved a READ 180 trained teacher to first grade to implement similar instructional strategies into lower grades. We extended the school day for third grade by thirty minutes daily for all Basic students. We hired a part time 5/6 READ 180 teacher since we didn't have enough students to fill a class and didn't want to limit others progress. I conducted individual interviews with all students in third through sixth grade about their progress. Lastly, we changed instructional pedagogy in first through third grades. We took direct instruction time and modified ELA and Math similar to READ 180 rotations. A typical classroom has a small group working with a teacher, another on a computer, and a third working on independent activities.

Single Plan for Student Achievement 2012-2013



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:

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Plan Period: 8/27/2012-6/4/2013

Date of this revision:
1/7/2013

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students																																				
	Summary of Data:																																					
<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 districts' 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>Franklin School Mission</p> <p>Franklin School empowers students to reach their full potential in academic excellence, cultivate character, accept challenges, set goals, and inspire dreams to develop a life long passion for education</p> <p>Where School is a Choice not a Chore, And College is a Destination not a Dream.</p>	<p>An analysis of student performance data was conducted using the CST's in ELA and Math, Franklin did not make adequate growth among Latino, Socio-Economic disadvantaged, or English Learner students in ELA. Although we had a 25 point API growth and Special Education API growth of 40 points, is was not enough. There was school-wide and subgroup growth in every area although not enough. The amount of growth that is asked is minimal and we have no excuse for not reaching the target.</p> <table><tr><td colspan="2">ELA – Percent Proficient</td></tr><tr><td>*School wide</td><td>43%</td></tr><tr><td>*Latino</td><td>43%</td></tr><tr><td>*Socio-Economically Dis.</td><td>43%</td></tr><tr><td>*English Learner</td><td>41%</td></tr><tr><td>*Students with Dis.</td><td>36%</td></tr></table> <table><tr><td colspan="2">Math – Percent Proficient</td></tr><tr><td>*School wide</td><td>57%</td></tr><tr><td>*Latino</td><td>57%</td></tr><tr><td>*Socio-Economically Dis.</td><td>57%</td></tr><tr><td>*English Learner</td><td>57%</td></tr><tr><td>*Students with Dis.</td><td>52%</td></tr></table> <table><tr><td colspan="2">API</td></tr><tr><td>*School wide</td><td>768</td></tr><tr><td>*Latino</td><td>768</td></tr><tr><td>*Socio-Economically Dis.</td><td>768</td></tr><tr><td>*English Learner</td><td>766</td></tr><tr><td>*Students with Disabilities</td><td>710</td></tr></table>	ELA – Percent Proficient		*School wide	43%	*Latino	43%	*Socio-Economically Dis.	43%	*English Learner	41%	*Students with Dis.	36%	Math – Percent Proficient		*School wide	57%	*Latino	57%	*Socio-Economically Dis.	57%	*English Learner	57%	*Students with Dis.	52%	API		*School wide	768	*Latino	768	*Socio-Economically Dis.	768	*English Learner	766	*Students with Disabilities	710	<p>We improved 25 API points last year and improved proficiency percentages in every subgroup. We are seeing large improvements in fourth and sixth proficiency levels in ELA and some improvements in third and fourth in Math. Our second and third Language Arts is an area of focus along with second grade Math. Our entire K-2 instruction is an area of concern as our 2nd grade scores are significantly lower compared to other schools which is impacting our proficiency percentages and API. We implemented ALS in K and 1 to provide accountability in those grades as well.</p> <p>As a staff, we use our PLC 135 minutes per week release time to focus on standards and progress using the Dufour Model. We identify internal experts and strategies for prevention rather than intervention. We decided that our focus would be with K-2 so that the READ 180 classes will phase out as we identify and assist students younger. We created a Systems 44 class in third grade and are excited with minimal numbers in 5/6 grade. Instruction (the first time) is the focus.</p> <p>We also made a staff goal that the average scaled score on the CST will be 350+. This means that the average student in each grade level with be proficient. We continue with this goal as 2nd grade, 3rd grade ELA, and 6th grade ELA did not make 350. Also, we are determined to have less than ten students, excluding Special Education Students, who are tracked for READ 180 in junior high.</p>
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Areas met:			Conclusion areas met:
Group	Participation	AMOs	Although every grade level improved, it is not enough. Our growth is credited to our 3 rd grade math, 4 th , 5 th , and 6 th grade teams who had an average score of over 350. In comparison to other like schools within our own district, the lower grade proficiencies help their API tremendously. Our students are doing better in the upper grades but it is taking them longer to reach proficiency. We track the amount of proficient 6 th graders in comparison to other like schools. We believe regardless of our school API, we believe it is our duty to have students at proficient before junior high. We currently have over 50% of sixth graders proficient but that number is still too low as many of these students have been here since Kindergarten.
ELA			
Student w/ Disabilities	YES	YES	
School-wide MATH	YES	YES	
Latino	YES	YES	
Socio Dis.	YES	YES	
ELL	YES	YES	
Student w/ Disabilities	YES	YES	
Areas not met:			Conclusion areas not met:
Group	Participation	AMOs	We are disappointed we did not meet our AYP goals. Since our entire school has similar make-up, when one subgroup doesn't achieve, usually none of them do. We improve 4% proficiency but that is too small of an amount. We are Program Improvement year 6 and have no excuse. Our instruction must improve. Our K-2 program must be revamped in order to have earlier student success. However, we are encouraged by the growth our students made and are no longer far below basic or below basic categories and many of them sit in the Basic category. They are improving but not at a rate necessary for future success.
School Wide ELA	YES	NO	
Latino	YES	NO	
ELL	YES	NO	
Socio Dis. EL	YES	NO	

Analyze Educational Practices

Required Area	Description	Conclusion
Alignment of Curriculum, instruction and materials to content and performance standards	All students have standards aligned materials. We are aligning our Garden and Science Lab curriculum to the Common Core Standards. Our teachers work in Professional Learning Communities to align differentiated instruction to Standards.	Our school met the Williams Settlement Requirement
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. The adopted ENVISION math curriculum provides the basis for standards-based mathematics instruction with teacher-designated opportunities for enhanced and extended learning. Teachers collaborate weekly for 135 in PLC's which allows for continuous assessments and modified instruction.	Our school met the Williams Settlement Requirement

<p>Alignment of staff development to standards, assessed student performance and professional needs</p>	<p>Determining professional development is done through comprehensive data analysis, curriculum review, district ongoing focus on the most recently adopted materials and teacher 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 Franklin in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Implement Richard DuFour PLC method and questioning for our weekly PLC's as well as monthly walk-thrus focusing on school agreed upon strategies. 2. Using internal experts per subject area to further understand curriculum and techniques to improve instructional delivery. 3. Creating a Classroom Environment Conductive for Learning, Teaching Standards 2. 4. Focus all instruction and expenditures on Instruction, Engagement, Intervention, and Interruptions. 5. Explore Quadrant D Instruction and develop ELD lessons based on Common Core Language, and Listening and Speaking Standards <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> Edusoft Differentiated Instruction Using Assessments to inform instruction Data Analysis to inform instruction AVID Time to Teach Systematic ELD Emergency Response training ENVISION Math Support and Training Caring School Community Program 	<p>Our staff has made the commitment to utilize and implement the following best practices from these resources:</p> <ol style="list-style-type: none"> 1. Teach Like a Champion 2.. Kate Kinsella - Read 180 Red Strategies 3. Kate Kinsella Strategies with all lower grades 4.. AVID Strategies 5.. Edusoft Training with Wayne Cole 6.. Natalie Ireland - ENVISION 7. Jonathon LeMaster – Upper Grades 8. English Language Development 9. Time to Teach Classroom Management 10. Interactive Workbooks in Science
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<p>Services provided by the regular program to enable under performing students to meet standards</p>	<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 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 language level groups by grade level.</p> <p>Other services provided are the following: Library/Media Specialist, Computer Assisted Learning in the classroom, Differentiated Instruction, Individualized/small group instruction and Monthly Spirit Assemblies to recognize student success, effort and achievements, as well as to emphasize the Caring School Community Program</p> <p>Reading Plus and Lexia have allowed us to try to replicate READ 180 routines to use in every classroom with the help of tablets to use small group and differentiated instruction to focus the first time is the right time instruction methods.</p>	<p>Principal facilitates grade level PLC's as well as a data team to monitor student success. Principal and grade level teachers determine teachers' initial identification of at-risk students, ALS benchmarks, 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>
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<p>Services provided by categorical funds to enable under performing students to meet standards</p>	<p>Our Read 180 and System 44 programs serve as an English Language Arts Intervention Program. We offer three classes.</p> <p>TOSA Brendan Carroll teaches Science to every class weekly in a lab setting using interactive notebooks and common language with SBJH to continue pathways for success.</p> <p>Half-Day READ 180 teacher who supports all 5/6 READ 180 Stage A students who have not increased their SRI scores.</p> <p>RTI (Retired Teacher Innovators) - Teacher Tutors who work in small groups in the morning with strategic groups in all grade levels.</p> <p>Release Enrichment Staff who provide music and PE to the students as the teachers are meeting in PLC to improve practice.</p> <p>After School Director increases safety after school hours as well as communication between, teachers, counselors, after school programs, and parents. Also implements school wide discipline after school hours.</p> <p>K/1 Consultant to work on standards and expectations. We believe we must make up three years in two years in order to have every child academically prepared for second grade.</p> <p>AmeriCorp Volunteers work with at-risk students in the classroom, reading intervention and before and after school reading tutorial programs.</p> <p>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.</p>	
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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 analyze data from CST's, ALS, DIBELS, district benchmarks, interim 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 by using small groups, in-class tutorials as well as specialists such as student teachers or Americorp members to assist.
Number and percentage of teachers in academic areas experiencing low student performance	100% of our teachers experience low student performance in one standard, idea, or topic throughout the year. The goal is to analyze the data to make sure our teachers are not teaching but rather our students are learning. Using varied modalities and/or strategies to identify that child and assist them quickly to fill any holes which they might have based on a specific standard.	Our professional development is supporting and training our teachers to meet the learning needs of all students. Our PLC's and data team meet to identify strengths and weaknesses using various assessments and Edusoft to identify, teach, and conquer student's learning gaps.
Family, school, district and community resources available to assist these students	We are truly supported by our community. The ES Obesity Initiative continues to be a partner in fighting child obesity. United Way for Reading Plus Intervention and Lexia. We offer various after school programs such as A-OK, ICAN provides after school music for grades 1-2, and Children Center provides child care. This allows us to care for over 50% of our students until 5:30pm. FSA provides family advocates and student counseling. CARE provides counseling and a Social Worker. Operation School Bell single-handedly clothed 327 students this year.	We deeply believe in academics, electives, and attitude as a child develops. Providing students with genuine opportunities to excel in the classroom but also in enrichment will allow them to enter SBJH with strong academics but also a hobby or elective to take to encourage a longer school day and less time for negative activities. We call this program "pathways" and will use this year to formalize its meaning and direction at SBJHS.
School, district and community barriers to improvements in student achievement	Our school has experienced significant declines in state and federal funding to support at-risk students which directly effects class size, student interventions, safety, technology, and facilities.	Despite our economic challenges, we have looked into partnerships and funders to continue offering the best elementary experience we can. We believe barriers are only a deterrent from success and dwelling on them will only detour us from the road to excellence. Our motto...high expectation, no excuses.
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.	Regardless of limitations, we believe our student will learn and become college graduates. Our year long focus on instruction, engagements, intervention, and engagement should address this area. Along with student showing academic improvement, we also want increased character and electives which regardless of limitation, we know it can and will happen.

Language Arts Action Plan											
Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	General Education Teacher	Differentiated Instruction	Richard DuFour PLC implementation. PLC and Staff meeting follow-up.	August 23-June 2	Raising the Bar and Closing the Gap. Rick and Becky DuFour	Casie Killgore, Principal	Informal Walk-Thrus, Evaluations and Observations	Daily Weekly Monthly Yearly	AVID Data Trainings Kate Kinsella targeted academic vocabulary Richard DuFour Links	Title I Not to exceed \$1,000.00	4035
Tier I	Intervention Release Teachers	Provide weekly time to allow PLC's to analyze data and instruction as students are enriched	Have one teacher on special assignment to teach science as a venue to improve language, vocabulary, and functions.	August 23-June 2	<u>School wide Enrichment Model by Joseph Renzulli</u>	Casie Killgore, Principal	Informal Walk-Thrus, Evaluations and Observations	Daily Weekly Monthly Yearly	Orff in Education Training Technology for the 21 st Century Training	EIA \$55,189.86	3010
Tier II	Kindergarten through 3 rd grade Reading Tutors	Small Group Instruction	-Hire three full-time Americorp Members -Set up PAR sheets for compliance.	August 23-June 2	RtI Fuchs & Fuchs '98 Vaughn & Fuchs 2003	Casie Killgore, Principal	Benchmark Assessments ALS Formative Assessment	Weekly 6-Week Cycle Trimester	SB 472	EIA \$22,500.00	3010

Tier II	READ 180 Leveled Classrooms	Provide true READ classes in order to motivate and engage students to exit READ 180.	Hire a temporary teacher who is trained in READ 180 and has proven results that indicates she can effectively implement and teach READ 180 as well as grade level EnVision.	August 23-June 3	<p>“Reducing Class Size, What Do We Know?” ED.Gov archives, March 1999</p> <p>“Class size Reduction: Great Hopes, Great Challenges” WestEd, January 1999.</p>	Casie Killgore, Principal	CELDT, ADEPT, CST results, Report Cards, ALS Progress Reports	Weekly 6-Week Monthly Trimester	<p>READ 180 A/B</p> <p>Differentiated Instruction</p> <p>Building Vocabulary in EL students</p> <p>Student Engagement</p>	EIA 37,478.25	7091
Tier III	Extended School Day	Small group instruction	Every 3 rd grade in BASIC category.	November 21 – June 3	RTI Fuchs & Fuchs ‘98 Vaughn & Fuchs 2003	Casie Killgore, Principal	ADEPT SRI ALS	-Monthly Trimester	Kate Kinsella READ 180 Red Routines	Title One \$12,062.61	3010

Math Action Plan											
Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	General Education Teacher	Differentiated Instruction	Work in grade level PLC's and PD meetings to connect Envision games to common core and agree on Envision academic language	August 23-June 2	<u>The Academic Language of Mathematics by Susan Injo</u>	Principal, Casie Killgore	Informal Walk-Thrus, Evaluations and Observations	Daily Trimester Yearly	EnVision Data Trainings Natalie Ireland – Internal Expert District Academic Coherence Teams	Title I Not to exceed \$1,000.00	3010
Tier II	5th/6 th grade Math intervention Teacher	Strategically assist students who are below grade level or are missing essential math foundations.	-Train the current READ 180 teacher in math conceptual training techniques.	August 23-June 2	“Time to Learn” published by AERA, winter 2007/Volume 5 Issue 2	Principal, Casie Killgore	Weekly Assessments Benchmark Assessments ALS Assessments	Weekly	Math Conceptual Training Envision Training MathSteps	Title One 11,640.00	3010
Tier III	Extended School Day to incorporate Quiz Show, Envision Learning Bridges, After school Odyssey of the Mind and Lego Engineering Academy	To incorporate curriculum into the after school program for student with number sense	Hire after school curriculum coordinator Meet with A-Ok staff to incorporate Envision and Quiz Show into after school curriculum	August 23-June 2	“Time to Learn” published by AERA, winter 2007/Volume 5 Issue 2 “Policy focus on struggling students shortchanges the gifted students” Maureen Downey Columbia University	Principal, Casie Killgore John Hoyer, PIB Jesus Campos A-Ok	ALS Assessments Odyssey of the Mind Regional Competition	Daily Weekly	Internal Tech specialist and Natalie Ireland, Resident Math Specialist	Title One Not to exceed \$1,000.00	3010

English Learners Action Plan											
Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	General Education Teacher	Differentiated Instruction	Use <u>Teach Like a Champion</u> instructional strategies and agree to five. Explore CCSS Listening and Speaking Standards as basis for ELD PLC and Staff meeting follow-up.	August 23- June 2	<u>Teach Like a Champion</u> by Doug Lemov	Principal, Casie Killgore	Informal Walk- Throughs, Evaluations and Observations	Daily Weekly Monthly Yearly	Data Team AVID District Academic Coherence Teams	Title I Not to Exceed \$500.00	3010

Tier I	Pathways Success Team AKA Reclassify Leadership Team	To insure that students are prepared for the secondary track. They have an extracurricular activity they enjoy and their language levels reflect their success. To constantly review data on our EL population and recommended interventions and examine student to reclassify them as soon as seen fit.	Compensate the Pathway team with hourly wage to meet regularly and discuss student success pathways.	August 23- June 3	An Analysis of Reclassified English Learners, English Learners, and Native English Fourth Graders on Assessments of Receptive and Productive Vocabulary Judith A. Scott Susan Leigh Flinspach Tatiana F. Miller Ondine Gage-Serio <i>University of California, Santa Cruz</i> Jack L. Vevea <i>University of California, Merced Public</i>	Casie Killgore, Principal Pathway Team	CELDT, ADEPT, CST results, Open Court Assessments, Report Cards, ALS Progress Reports	Weekly 6-Week Monthly Trimester	Differentiated Instruction Building Vocabulary in EL students Student Engagement Long Term EL Descriptors	EIA 1668.96	7091
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Tier III	Early Years Prevention Consultant	Improve instruction in K/1 to improve school model and focus on prevention rather than intervention	Hire Lois Hill for \$5,000 for one year of professional development and classroom observation for K and First grade teams	August 23 – June 3	National Staff Development Council 2000 study on Highly Effective PD” Published WestEd 2000	Casie Killgore, Principal Lois Hill, Consultant Grade Level PLC’s	Observations ALS and District Benchmarks	Monthly	<u>Engagement is Key</u>	EIA \$5,000.00	7091
Tier III	Prevention Not Intervention	Individualized instruction for EL Students	-Hire a retired RSP teacher to assess and work with focus groups of every second grade EL students who has gaps in language, low CELDT or ALS scores.	August 23- June 3	“A model of Effective Instruction” By Robert Slavin Center for Research on the Education of Students Placed at Risk, John Hopkins University Published 1994.	Casie Killgore, Principal	ADEPT SRI SAM CELDT ALS	Weekly Monthly Trimester	ALS ADEPT Intervention Assessment Training	Title III \$12,285.99	1120
Tier II	Support Teacher for EL and Title One Students	Small groups at language instructional level to produce fluent English speaker	Hire three teacher tutors on employee agreements that total \$35,000.	August 23- June 3	“Para educators build cultural bridge in diverse classrooms through language and connections” National Educational Service Vol.3 Issue 2	Casie Killgore, Principal	Benchmark Assessments ALS	Weekly Monthly Trimester	Grade Level PLC’s	Title One \$36,153.25	3010

Successful, Safe and Healthy Students Action Plan

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	General Education Teacher	Safe and Healthy Environment	Schedule Too Good for Drugs – 18 lessons. Schedule Caring Communities Assemblies Meet “No Place for Hate” requirements – 3 events	August 23- June 2	“Too Good for Drugs Works” Bacon 2001	Casie Killgore, Principal	Reduced number of suspensions/expulsions Official “No Place for Hate” award status	Daily Weekly Monthly Yearly	Caring Community Curriculum	Title One \$1,000.00	3010
Tier II	PE Release Teacher	Increase activity and healthy eating amongst school stakeholders and decrease school-wide BMI’s	Hire PE to provide healthy living classes and exercise classes in conjunction with the ES Obesity partnership.	August 23 – June 3	“Physical Education and academic achievement” Kohl 2008 American Journal of Public Health	James Coronado, PE Specialist Casie Killgore, Principal Dr. Fisher, Director of SBDRC	BMI’s	Three times a year 5 th grade physical education test	Physical Education Test Training Fitness Gram Inservice	Title I 17,300.52 EIA 17,300.52	4035 7091
Tier III	Success Student Staircase	To provide various interventions including community resources to provide academic and social emotional assistance	Hire FSA Full-time counselor Update yearly resources and partnership Meet with FSA Advocate to decide on individual families action plans	August 23- June 2	RTI Vaughn & Fuchs 2003	Casie Killgore, Principal	Improve achievement and decrease external factors hindering achievement	Daily Weekly Monthly Yearly	FSA Advocate and Principal will attend various meetings with service providers to guarantee effective programming	Title One \$12,360.00	3010

School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Debbie Esparza	845-5030	N/A
Tammy Brown	636-1470	N/A
	Teachers	
Name	Phone Number	e-mail
Carolyn McQuay	805-963-4283	cmcquay@sbsdk12.org
Brendan Carroll	963-4283	bcarroll@sbsdk12.org
Lauren Thal	963-4283	lthal@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Cheryl Brion	805-963-4283	cbrion@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
David Obst	882-0093	lotofknow@cox.net
Dr. Bob Nunez	682-8941	
	Principal	
Name	Phone Number	e-mail
Casie Killgore	805-963-4283	ckillgore@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

	Parents	
Name	Phone Number	e-mail
Ilda Zavala	331-6013	
Xochilt Vargas	284-3763	
Maria Guadalupe Olvera	319-2765	
	Teachers	
Name	Phone Number	e-mail
Patty Aguilar	805-963-4283	paguilar@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Viridian Lopez	805-963-4283	vlopez@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
Alejandra Gutierrez	805-966-9101	agutierrez@sbsdk12.org
	Principal	
Name	Phone Number	e-mail
Casie Killgore	805-963-4283	ckillgore@sbsdk12.org
Signature of Principal:		
Signature of ELAC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Jeanette Fields	jfields@sbsdk12.org
	Casie Killgore	ckillgore@sbsdk12.org
	Estela Angeles	eangeles@sbsdk12.org
	Monica Lopez	mlopez@sbsdk12.org
	Tere Jurado	tjurado@sbsdk12.org
	Fernando Rodriguez	frodriguez@sbsdk12.org
Incidence Response Team	Name	e-mail
	Wendy Simpson	wsimpson@sbsdk12.org
	Leslie McDougall	lmcdougall@sbsdk12.org
	Casie Killgore	ckillgore@sbsdk12.org
	All Special Education Aides	
Other: Success Team (Pathways)	Name	e-mail
	Maria Rey	mrey@sbsdk12.org
	Fernando Rodriguez	frodriguez@sbsdk12.org
	Pedro Guillen	pguillen@sbsdk12.org

Leadership Data Committee Membership (Optional)

[illegible]

Santa Barbara Unified School District Single Plan for Student Achievement Budget

		School: Franklin Elementary		Date: 2012-13				
Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary	\$28,940.52	\$72,490.38	\$12,285.99				\$113,716.86
1120	Teacher Hourly	\$49,215.86	\$39,147.19					\$88,363.05
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary					\$2,614.00		\$2,614.00
2120	Inst. Aide Hourly							\$0.00
2410	Clerical Salary							\$0.00
2420	Clerical Hourly	\$12,177.00						\$12,177.00
3000	Benefits							\$0.00
	Sub total	\$90,333.26	\$111,637.57	\$12,285.99	\$0.00	\$2,614.00		\$241,420.81
4110	Textbooks							\$0.00
4310	Instructional Materials							\$0.00
4340	Computer Software & Supplies				\$10,457.00			\$10,457.00
4350	Office Supplies							\$0.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	Inservice Training							\$0.00
5900	Telephone							\$0.00
5810	Contracted Services	\$12,360.00	\$27,500.00			\$2,000.00		\$41,860.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$12,360.00	\$27,500.00	\$0.00	\$10,457.00	\$2,000.00		\$52,317.00
	TOTAL BUDGET	\$102,693.26	\$139,137.57	\$12,285.99	\$10,457.00	\$4,614.00		\$269,187.82