



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: Monroe Elementary

Principal: Celeste Darga

School Year: 2012 – 2013

1. What does the student achievement data tell you?

- Increased 3 points in school-wide API, but have not met the state target of 800.
- Increased 6 – 14 points in all sub groups' API except the subgroup, Students with Disabilities, and have not met the state target of 800, except the White subgroup with a 944 API.
- All subgroups and school-wide increased 1 – 5% in ELA.
- English Learners and Socially Economically Disadvantaged subgroups made safe harbor in ELA and the White subgroup met ELA goal with 86.8% proficiency.
- Students with Disabilities increased 9% in Math.
- Most subgroups did not meet any goals in Math, except the White subgroup with 91.2% proficiency.
- In Year 3 Program Improvement.

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

- Create/ Implement year-long pacing guides for ELA and Math using Common Core State Standards.
- Define daily student friendly learning objectives in all subjects.
- Implement Kinsella/LeMaster/AVID instructional and engagement strategies.
- Provide rigorous/relevant learning through differentiated instruction.
- Increase the number of classroom visitations to observe instructional strategies and student engagement.
- Utilize SBUSD Elementary observation tool to provide immediate teacher feedback.
- Implement ALS/Envision trimester assessments and use Edusoft to analyze data.
- Use STAR (AR) to assess students' reading zone levels (grades 2 – 6), and use DIBELS to assess TK – 2nd grades, and Scholastic Reading Inventory (SRI) to identify Far Below Basic students' lexile levels in grades 3- 6.
- Develop SMART goals in ELA and Math for each trimester and common assessments to assess students on SMART goals.
- Use a Title III Compliance coordinator to support EL students.
- Support English Learners/SED students with Americorps Tutor (intermediate grades) and Curriculum Specialists (primary grades).
- Support English Learners in Science with a support teacher.
- Provide English Learners with Computer support with a support teacher in the Computer Lab.
- Involve Partners in Education members of the business community in the classroom.
- Continue FSA counseling, Family Advocate, SST

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

- Implement a Comprehensive Program Review Plan (3 Year Plan for school improvement).
- New bell schedule with blocks of time for ELA, ELD, and Math.
- Implement school-wide ELD instruction time, and team teaching ELD levels of instruction.
- Provide ELD and Math PD with lesson studies and coaching. (ELA in 2013-2014)
- Implement co-teaching with SPED and Gen. Ed Teachers.
- Implement weekly grade level PLCs (meet for 1 hour a week) using District PLC data worksheet. (Setting SMART goals and using student data to drive instruction and intervention)
- Implement year-long pacing guides in ELA and Math aligning with Common Core State Standards.
- Implement Monroe School RtI model for initial and intervention instruction.
- Implement SBUSD Elementary Walk-Through Tool and provide teachers with feedback.

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:

Celeste Darga
431 Flora Vista Drive
Santa Barbara, Ca 93109
805-966-7023
cdarga@sbsdk12.org

CDS Code: 48-235464
Plan Period: 8/27/2012-6/6/2013
Date of this revision: 12/17/2012

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>MISSION STATEMENT</p> <p>Monroe School, a community of learners, affirms that:</p> <p>-high academic and ethical standards are maintained. -every student has the right to a quality education. -every student will succeed in ways that reflect his or her aptitudes and interests.</p> <p>Our shared purpose is realized by effective student, family, and staff communication. We foster a climate focused on justice, discipline, good character, caring, and occasions for celebration.</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. While Monroe did not meet all of the AMO levels needed to make Adequate Yearly Progress, there was school wide and subgroup growth in proficiency levels as follows:</p> <p><u>English Language Arts</u></p> <ul style="list-style-type: none"> Schoolwide 50.1% Latino 39.9% White 86.8% Socio-Economically Disadvantaged 37.4% English Learner 36.8% SH Students with Disabilities 41.2% SH <p><u>Math</u></p> <ul style="list-style-type: none"> Schoolwide 52.1% Latino 42.8% White 91.2% Socio-Economically Disadvantaged 41.2% English Learner 39.9% Students with Disabilities 42.6% <p>Schoolwide API 763 Latino API 716 White API 944 Socio-Economically Disadvantaged API 704 English Learner API 702 Students with Disabilities API 668</p>	<p>Conclusions Data Performance:</p> <p>The 2012 STAR federal and state data indicate that Monroe has shown growth for all grade levels in English Language Arts and Math, except in 3rd and 4th grade math. Therefore, the goal is to continue to show overall growth school wide and by each subgroup..</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders. 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, showing improvement from 760 to 763 in 2012.</p> <p>Teachers and parents were pleased to see a three point gain in our school's API. API for each sub group went up with the exception of one sub-group, Students with Disabilities where there was a small decrease. Our goal is to meet safe harbor targets for the 2012-2013 school year in all of our subgroups which will then enable us to freeze our PI status. Our goal is to attain an API of 783 for 2013 and 800 for 2014 by focusing on the following common elements of successful schools.</p> <ul style="list-style-type: none"> Creating SMART goals at every grade level. Performing tri-weekly assessments. Using student data from SMART goals to drive instruction and strategically plan interventions. Professional Development in the areas of Math, English Language Development, and English Language Arts. Use instructional strategies that are engaging and that develop oral language development. <p>Our goal is to target instruction by addressing gaps in student achievement and using data from common assessments to modify instruction at regular intervals will assure that we meet our proficiency targets.</p>
	<p>Areas met:</p> <p>The sub groups, Socially Economic Disadvantaged, White, and English Learner, met their goals in English Language Arts. The White sub group met their goal in Math.</p> <p>Areas not met:</p>	<p>Conclusion areas met:</p> <p>We celebrate the gains that all sub groups achieved in Language Arts and in Math, the sub groups; White and Students with Disabilities.</p> <p>All APIs showed improvement except the sub group Students with Disabilities group. We attribute much of our growth to reviewing data that was obtained from our trimester benchmarks in Edusoft to collaborate and share best practices in our Professional Learning Communities.</p> <p>Conclusion areas not met:</p>

	<p>Monroe did not meet all of our AYP goals. Although our multi year trends show growth, the last STAR test showed a dip in scores in most sub groups in Math and Math overall.</p>	<ul style="list-style-type: none"> • We are targeting Math and English Language Development this year, as these are the areas in which we saw a dip in scores. <p>We are encouraged by the growth our READ 180 and System 44 students made. Many are no longer at far below basic and in some cases have shown more than two years growth in one year.</p>
--	---	---

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 out garden 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. 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 for 75 minutes each week thus allowing for continuous assessment evaluation and modifying of instruction.	Our school met the Williams Settlement Act.

Analyze Educational Practices

Alignment of staff development to standards, assessed student performance and professional needs	<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 Monroe in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Essential Teaching Techniques for Effective Student Engagement using the Doug Lemov book, <i>Teach Like a Champion</i> during our weekly staff meetings. 2. Common Core Standards /Rigor and Relevance Framework 3. Setting SMART goals and data analysis; grade level teams will work with Wayne Cole to expand knowledge of data reports and features of Edusoft. 4. Provide English Learners with 30 minutes of ELD daily, identifying Kate Kinsella strategies, and continuing to refine SDAIE strategies through collaborative conversations and peer modeling/observations/debrief 5. Identify high leverage academic vocabulary by grade level to teach and integrate in English Language Arts and Math. 6. Envision Math lesson study with math consultant to identify lesson components and delivery of math instruction. 7. Continue to refine clear and measurable student friendly daily objectives. <p>Additional staff development programs include:</p> <p>Edusoft Next Navigator Technology-use of tablets in the classroom Differentiated Instruction Using assessments to inform instruction Data analysis to inform instruction Science Character Counts and Anti-Bullying AVID Jonathan LeMaster- Critical Reading and Writing Systematic ELD Kate Kinsella- Structured Academic Conversations enVision Math support and training Common Core Strategic Plan</p>	<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. <i>Teach Like a Champion</i> 2. AVID strategies 3. Jonathan LeMaster 4. Kate Kinsella- ELD/ALD Strategies 5. Edusoft training with Wayne Cole 6. Bill Jacobs-- Comprehensive Math Strategies 7. Factswise 8. English Language Development 9. International Center for Leadership in Education 10. Next Navigator 11. Common Core Standards
---	---	--

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 grade level groups based on students' current CELDT and ADEPT levels. All English Only (EO) students are in Academic Language Development (ALD) during ELD time providing differentiated instruction for students as well as small group instructional setting. Students who are in grades 4- 6 and require intensive intervention, are in Read 180 for their Reading Language Arts instruction.</p> <p>Community volunteers from Partners in Education work with students in small groups and one-to-one in Math and English Language Arts.</p> <p>Other services provided are the following: Library/Media Specialist, Computer Assisted Learning in the Computer Lab, Differentiated Instruction, Weekly hands on Science experiments in the Science Lab, Individualized/small group instruction, bi-monthly spirit assemblies to recognize student success, effort and achievement, as well as an emphasis on the pillars of Character Counts Education Program.</p>	Students are provided differentiation in order to meet their grade level standards.
Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Developmental Reading Assessments (Accelerated Reading- STAR) are used to inform 2nd – 6th grades 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. Students in K- 2nd grades are assessed using the DIBELS assessment tool to identify students reading instructional level. Teachers intervene with Far Below Basic and Below Basic students during workshop or flexible grouping time through small group instruction, and also work with Instructional Assistants and Curriculum Specialists to further develop reading. - Our READ 180 and System 44 programs serve as an English Language Arts Intervention Curriculum to 66, 3-5th grade Special Education and General Education students. We currently run 1 class of READ 180 and 2 classes of System 44. Students were carefully placed into each class based on teacher referral, CST scores and READ 180 assessments that have determined each student's lexile level. The READ 180/System 44 classes are taught by teachers. Differentiated Instruction occurs across all grade levels ensuring all students are being equally challenged. - Three, three-hour Instructional Assistants support Kindergarten students in English Language Arts and Math. - Two Curriculum Specialists support students in grades 2 – 3 in English Language Arts and Math. - An AmeriCorps tutor works with 25 students in grades 4 – 5 to support English Language Arts and reading fluency. - An AmeriCorps tutor works with students before school and at lunch time to offer tutorial support to students. - Teachers provide homework support twice a week at the Homework Center located at Las Floras Preschool. - FSA counselors provide social/emotional support to students and families. The counselors work with teachers and families to identify skills and strategies to improve academic achievement and school success. Counselors also work 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. FSA counselors also facilitate learning in the classroom when specific social/emotional issues arise. - Staff development opportunities for teachers and support staff through the purchase of materials, working with consultants, providing time for collaboration and attending workshops and classes. - English Language Learner Support Coach- to work with staff in providing professional development and ongoing support by modeling highly rigorous and relevant lessons in English Language Development. 	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 who are working to meet standards.

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"> - A part-time Computer Lab Curriculum Specialist works with students and staff in the Computer Lab. The Specialist supports teachers and staff in the instructional use of technology as well as READ 180/System 44, Khan Academy, BrainPop, and EnVision Math. He is also involved in daily maintenance and upkeep of technology. - Providing adequate technology in the classrooms 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. - Math, Science, and English Language Arts materials to support quadrant 'D' learning and differentiated instruction for our English Language Learners. - Parenting classes are offered to parents to improve parenting skills that directly effect student success, positive behaviors, and parent participation. - Science Curriculum Specialist for English Language Learners and Title I students, supports students with hands-on Science in the Science Lab. - Clerical Support to provide telephone and personal assistance to low-income and limited English speaking families, such as attendance, meal applications, registration, school policies, etc. - CELDT coordinator is in charge of all English Language Learners CELDT testing, as well as official documents. She presents the staff and parents with timely and accurate test results for all of our English Language Learners. Coordination for Title III compliance - STAR Coordinator in charge of all STAR tests as well as make-up tests. - Extended Year Program- to provide academic instruction and support to at-risk Kindergarten and 1st grade students during the summer months. 	<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 who are working 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 data they receive from the state with their district benchmarks, interim benchmarks and site specific benchmarks throughout the year to better guide instruction and interventions.	Teachers use data to inform and differentiate 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	Our school has experienced significant declines in state and federal funding to support at-risk students. Due to the poor economy in Santa Barbara and California, we have also found a rise in transience and socioeconomic disadvantage among our students.	Despite our economic challenges, we continue to show achievement gains among grade levels and sub groups.
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.	Despite our economic challenges, we continue to show achievement gains among grade levels and sub groups.

I. ENGLISH / LANGUAGE ARTS

GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading, as measured by annual AYP targets.

ACTION STEPS	PERSONS RESPONSIBLE / INVOLVED	TIMELINE	MEANS OF MONITORING	FUNDING SOURCES / COSTS
A. CURRICULUM				
1. Ensure proper implementation of Open Court Reading <ul style="list-style-type: none"> Conduct school inventory of core program components and purchase necessary replacement items Align and backwards map the curriculum and pacing calendar to make recommended adjustments for the 2012-13 school year Provide daily instructional minutes as outlined by CDE Essential Program Components (EPCs): Kindergarten = 60 minutes; Grades 1-3 = 2.5 hours; grades 4-6 = 2 hours <ul style="list-style-type: none"> Instructional minutes for ELA include teacher directed instructional activities (not to include library visitation time) 	-Principal -Leadership Team	- Sept. 2012	- Complete inventory - Turn in year long plans and weekly schedules	- Title I - EIA
2. Ensure proper implementation of Read 180 and System 44 <ul style="list-style-type: none"> Provide daily instructional minutes (recommended 120 to 180) Align and backwards map the curriculum and pacing calendar to ensure that instruction is accelerated and students are returned to core curriculum in no more than 2 years (Read 180) or 3 years (System 44 and Read 180) 	-Principal -Leadership Team	Sept 2012	- Annual	Title III
3. Ensure that all students have access to engaging and enriching high-interest learning opportunities in the core classroom and during the differentiated “flex” block	-Principal -Leadership Team	-Sept 2012	-School Schedule -Classroom Daily Schedules -PLCs	None
4. Create a committee to review research on gifted education and observe model GATE programs to enhance programs and services at Monroe School	-Principal -Leadership Team	-Sept 2013	-Site visit -Leadership Team Meeting -Staff Meeting	Title II
5. Create a school protocol for vetting, identifying, and using supplemental instructional materials to ensure that all curricular materials utilized in classrooms are research-based	-Principal -Leadership Team	-Sept 2012	-Staff Meetings -Grade Level	None

and proven to be highly effective			Meetings -School wide protocol (form)	
B. DELIVERY OF INSTRUCTION				
1. Increase intentionality of lesson planning to emphasize the following components: <ul style="list-style-type: none"> • Identification of learning goals and performance indicators • Determination of how and when learning will be assessed • Identification of key academic vocabulary • Design of focused lessons using the Gradual Release of Responsibility model <ul style="list-style-type: none"> ○ “I Do” (Direct instruction) ○ “We Do” (Guided instruction) ○ “You Do Together” (Collaborative learning) ○ “You Do It Independently” (Independent practice) • Identification of tasks appropriate to the identified learning goals and consistent with the rigor and demands of the Common Core State Standards 	-Principal -Leadership Team -Gen Ed Teachers	-Sept 2012 -On-going	-Staff Meetings -PLCs -Walk Throughs	None
2. Identify high leverage academic vocabulary by grade level to teach and integrate in English/language arts instruction and across the content areas <ul style="list-style-type: none"> • Model use of academic register during instruction and in through discourse • Promote the use of academic register among students; hold students accountable for using academic register 	-Grade Level Teams	January 2013	-PLCs - Classroom Walk Throughs	one
3. Enhance instructional delivery by emphasizing the following: <ul style="list-style-type: none"> • Clearly communicating learning goals to students before, throughout, and at the end of every lesson • Engaging students in frequent opportunities to respond to higher level questions (more level two and three questions) • Providing frequent opportunities for accountable student talk <ul style="list-style-type: none"> – Structured routines for constructing language (e.g., Think-Pair-Share; Elbow Partners, Three then Me) – Language/Vocabulary expectations set before student talk – Sentence Starters / Sentence Frames • Providing frequent opportunities for productive collaborative work (e.g., Jigsaw, Fishbowl, Teams Check, Word Webbing, Team Product, Blackboard Share, Roving Reporter, Study Teams) • Providing frequent checks for understanding throughout lessons (e.g., Listening in on Student-to-Student Talk, Questioning, Quick Writes, Give One/Get One, 3-2-1, 	-Teachers -Principal	Sept. 2012	-Walk Throughs -PLC	None

<p>3. Enhance instructional delivery by emphasizing the following:</p> <ul style="list-style-type: none"> Clearly communicating learning goals to students before, throughout, and at the end of every lesson Engaging students in frequent opportunities to respond to higher level questions (more level two and three questions) Providing frequent opportunities for accountable student talk <ul style="list-style-type: none"> Structured routines for constructing language (e.g., Think-Pair-Share; Elbow Partners, Three then Me) Language/Vocabulary expectations set before student talk Sentence Starters / Sentence Frames Providing frequent opportunities for productive collaborative work (e.g., Jigsaw, Fishbowl, Teams Check, Word Webbing, Team Product, Blackboard Share, Roving Reporter, Study Teams) Providing frequent checks for understanding throughout lessons (e.g., Listening in on Student-to-Student Talk, Questioning, Quick Writes, Give One/Get One, 3-2-1, Fist-to-Five, Thumbs Up/Thumbs Down, Response Cards, Whip Around, Entrance/Exit ticket) Increase student engagement through the use of active learning opportunities and tasks (decrease paper and packet-driven student work) 	-Teachers -Principal	Sept. 2012	-Walk Throughs -PLC	None
<p>4. Create an upper grade committee to identify AVID strategies to implement with fidelity in every 4th – 6th grade classroom</p>	-Teacher AVID leader -Grades 4-6 Teachers	Sept. 2012	-District Meetings/ Accountability -Committee Meeting Notes	None
<p>5. Increase the use of flexible, short-term instructional groups within the classroom and during grade level differentiated time to address specific, needs-related skills and concepts</p>	-Teachers -Grade Level Teams -Principal	-Sept 2012	-Daily Schedule -PLCs	None
<p>6. Continue transition to Common Core State Standards through:</p> <ul style="list-style-type: none"> Utilization of district implementation plan Discussion and implementation of recommendations from district grade level teams PLC discussions designed to enhance rigor and complexity of current curriculum 	-Teachers -Grade Level Teams -Principal	-Sept 2012	-District Grade Level Collaboration Meetings -PLCs -Vertical	Title II

4. Evaluate Edusoft hardware availability and reliability, purchase computers and scanners as needed, and provide timely service/repair when needed	-Principal -Leadership Team			
D. PROFESSIONAL DEVELOPMENT & COLLABORATION				
1. Principal will provide faculty with professional development on: <ul style="list-style-type: none"> • Open Court Reading curriculum and ancillaries (including the Open Court Intervention Guide) • Use of workshop time (“must do/may do” activities) 	-Principal	-April 2013	-Staff Meeting	None
2. Hire a consultant to facilitate grade level Open Court lesson studies to: <ul style="list-style-type: none"> • Discuss essential skills/concepts • Develop or identify interim assessments • Develop common lessons • Observe peers delivering the lessons • Debrief of effective practices and suggestions for improvement 	-Principal -Gen Ed Teachers	-Sept 2013	-Attendance at Training -Lesson Study Format	-Title II -Title 1 -Title III
3. Research and study recommended effective practices for PLC collaboration , to include discussion protocols, collaborative conversations, and data dialogue <ul style="list-style-type: none"> • Utilize a uniform discussion protocol for use in all PLC meetings • Utilize a reporting form to communicate decisions about instruction and intervention (to the principal, special education colleagues, etc.) 	-Principal -Gen Ed Teachers	-Sept 2012	-District PLC Template	None
4. Begin the 2012-13 school year revisiting Teacher like a Champion (Lemnov) to support teacher learning and implementation of techniques for effective student engagement (shared book study, structured sharing, organized peer observations)	-Principal	-Sept 2012 -On-going for 2012	-Staff Meetings -Walk Throughs	None
5. Attend Kate Kinsella training (November 7 and 28, 2012) and implement recommended strategies <i>NOTE: This action step is also identified in the English Learner section</i> <ol style="list-style-type: none"> Strategically identify teachers to attend training <ul style="list-style-type: none"> • Select teachers designated to implement Academic Language Development (ALD) with higher level ELs and EOs (when English Learners are receiving ELD) • If all ALD teachers are not able to go, select teachers who are willing and able to share what they have learned Identify specific strategies to implement, either whole school or by grade span Support and monitor the implementation of identified strategies 	-Principal -One teacher from each grade level including a SPED Teacher	-Nov 2012	-Attendance at the Training -Leadership Meeting -Grade Level Meeting -Staff Meeting	Title III
6. Provide initial and/or refresher training in AVID skills identified above in action step B4	-Gen Ed Teachers in Grades 4-5	-Sept 2012	-Attend AVID meetings -Attend Jonathan	-Title II

6. Provide initial and/or refresher training in AVID skills identified above in action step B4	-Gen Ed Teachers in Grades 4-5	-Sept 2012	-Attend AVID meetings -Attend Jonathan LeMaster Training	-Title II
7. Review research on gifted education and observe model GATE programs	-Principal - Teacher Leaders in Grades 3 - 6	-Sept 2013	-Visiting other school sites	Title II
8. Utilize the services and expertise of district consultant, Wayne Cole , to train PLCs in the effective use of Edusoft reports	-Gen Ed Teachers	-Sept 2012	-Edusoft reports -Edusoft Standards Based Assessments	None
E. MONITORING OF IMPLEMENTATION				
1. Principal will monitor instruction to ensure effective lesson design and delivery	-Principal	-Sept 2012	-Walk Throughs	None
2. Principal will provide specific, targeted feedback to teachers to promote continuous improvement	-Principal	-Sept 2012	-Walk Throughs -Staff Meetings	None
3. Principal will monitor grade level PLC meetings to promote productive collaborative work	-Principal	-Sept 2012	-Principal	None

II. MATHEMATICS

GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics, as measured by annual AYP targets.				
ACTION STEPS	PERSONS RESPONSIBLE / INVOLVED	TIMELINE	MEANS OF MONITORING	FUNDING SOURCES / COSTS
A. CURRICULUM				
1. Ensure proper implementation of enVisionMATH <ul style="list-style-type: none"> Align and backwards map the curriculum and pacing calendar to make recommended adjustments for the 2012-13 school year (see Professional Development section #1) Provide daily instructional minutes as outlined by CDE Essential Program Components (EPCs): Kindergarten = 30 minutes; Grades 1-6 = 1 hour; additional 15 to 30 minutes of strategic support for students who need intervention 	-Principal -Gen Ed	-Oct 2012 Create pacing/curriculum maps -On-going	-Pacing/ Curriculum Maps	None
2. Expand the use of FactsWise to include school wide implementation of “Addition/Subtraction” and “Multiplication/Division” and ensure recommended and consistent implementation	-	-Oct 2012 -On-going	-School wide plan	None
3. Create a school protocol for vetting, identifying, and using supplemental instructional materials to ensure that all curricular materials utilized in classrooms are research-based and proven to be highly effective		-Sept 2013	-School wide Protocol	None
B. DELIVERY OF INSTRUCTION				
1. Ensure appropriate implementation of enVisionMATH through the use of the following lesson planning phases : <ul style="list-style-type: none"> Daily Spiral Review/Problem of the Day (daily opener or separate instructional time outside of the lesson) Develop the Concept: <i>Problem-Based Interactive Learning</i> Develop the Concept: <i>Visual</i> Close/Assess and Differentiate 	-Principal -Gen Ed Teachers	-Sept 2012 -On-going	-Leadership Team Meetings -Walk Throughs	None
2. Ensure full use of all enVisionMATH program components <ul style="list-style-type: none"> Differentiated Instruction and Leveled Homework Writing to Explain 	-Principal -Gen Ed Teachers	-Sept 2012 -On-going	-Walk Throughs -Leadership Team	None

<ul style="list-style-type: none"> Collaborative Problem Solving Math Background for Teachers 				
3. Identify high leverage academic vocabulary by grade level to teach and integrate in English/language arts instruction and across the content areas <ul style="list-style-type: none"> Model use of academic register during instruction and in through discourse Promote the use of academic register among students; hold students accountable for using academic register 	-Gen Ed Teachers	-Jan 2013	-Walk Throughs	None
4. Enhance instructional delivery by implementing specific strategies and techniques identified by outside consultants after a review of current practices associated with enVision and FactsWise (see Section D. Professional Development, #1, 2, and 4)	-Principal -Gen Ed Teachers	-Sept 2012 -On-going	-Walk Throughs -PLC notes	None
5. Increase the use of flexible, short-term instructional groups within the classroom to address specific, identified needs related to essential skills and concepts	-Gen Ed Teachers	-Sept 2012 -On-going	-Walk Throughs -PLC notes	None
7. Continue transition to Common Core State Standards through: <ul style="list-style-type: none"> Utilization of district implementation plan Discussion and implementation of recommendations from district grade level teams PLC discussions designed to enhance rigor and complexity of current curriculum 	-Principal - Leadership Team -CCSS Teacher Leader Team	-Oct 2012 -On-going	-Attendance at Meetings	None
C. ASSESSMENT				
1. Utilize more frequent (every 4 to 6 weeks) interim assessments to evaluate instruction and intervene in a specific and timely manner <ul style="list-style-type: none"> Teachers should collaboratively determine how and when to measure essential skills and concepts in addition to district benchmark measures 	-Gen Ed Teachers	-Sept 2012 -On-going	-PLC notes -Grade Level Common Assessments	None
2. Increase the use of ALS as a measure to inform instruction and create flexible, skill-based instructional groups (in the classroom and during grade level differentiation)	-Gen Ed Teachers	-Sept 2012 -On-going	-PLC notes -Edusoft reports	None
3. Enhance the use of Edusoft reports to inform instruction, to include Item Analysis	-Gen Ed Teachers	--Sept 2012 -On-going	-Edusoft reports	None
D. PROFESSIONAL DEVELOPMENT & COLLABORATION				
1. Schedule additional staff development to further support teachers in the effective implementation of the enVision math program <ul style="list-style-type: none"> Hire a professional consultant to assess current implementation and instructional 	-Principal -Gen Teachers including SPED	-Sept 2012 -Oct 2012 -Jan 2013	-Attendance at Training -Walk Throughs	Title I (10%)

practices (through classroom observations and teacher interviews)	Teacher -Jeff Lindler (Math Consultant)			
<ul style="list-style-type: none"> Work with consultant to support teams as they evaluate and modify the current pacing plan Work with consultant to identify specific areas for focus and improvement Work with consultant to align and backwards map the curriculum and pacing calendar to make recommended adjustments 	-Principal -Gen Teachers including SPED Teacher -Jeff Lindler (Math Consultant)	-Sept 2012 -Oct 2012 -Jan 2013	-Attendance at Training -Walk Throughs	Title I (10%)
2. Provide two days of enVision training/lesson study for each grade span (K-2 & 3-6) <ul style="list-style-type: none"> Identify specific instructional practices to be implemented in every grade level regarding instruction, grouping, and assessment Identify grade level and school wide academic vocabulary related to math instruction, and that can be integrated in additional content areas 	-Principal -Gen Ed Teachers including SPED Teacher -Jeff Lindler (Math Consultant)	-Sept 2012 -Oct 2012 -Jan 2013	-Attendance at Training	Title I (10%)
3. Utilize PLC time to support and extend enVision implementation as addressed in action steps 1 and 2 above.	-Principal -Gen Ed Teachers	-Sept 2012	-PLCs	None
4. Expand and enhance FactsWise implementation by contracting with a FactsWise expert to: <ul style="list-style-type: none"> Creating a school wide implementation plan to provide specific expectations for each grade level Register K-2 teachers for SBCEO Facts Wise training (September 18, 2012 and December 12, 2012) Register 3-5 teachers for SBCEO Facts Wise training (September 19, 2012 and December 13, 2012) Provide opportunities for follow-up with structured classroom visitations and 	-Principal	-Sept 2012 -Sept 2013	-Grade Level Meetings -Staff Meetings -Math PD Training (September, October, & January)	-Title I (10%) - Title II

collegial debrief				
5. Research and study recommended effective practices for PLC collaboration , to include discussion protocols, collaborative conversations, and data dialogue <ul style="list-style-type: none"> • Create a uniform discussion protocol for use in all PLC meetings • Create a reporting form to communicate decisions about instruction and intervention (to the principal, special education colleagues, etc.) 	-Principal	-Sept 2012	-District PLC Template -Edusoft data	None
E. MONITORING OF IMPLEMENTATION				
2. Principal will monitor instruction to ensure effective lesson design and delivery	-Principal	-Jan 2013 -On-going	-Walk Throughs	None
3. Principal will provide specific, targeted feedback to teachers to promote continuous improvement	-Principal	-Jan 2013 -On-going	-Walk Throughs	None
4. Principal will monitor grade level PLC meetings to promote productive collaborative work	-Principal	-Sept 2012 -On-going	-PLC Notes	None
5. Principal will use PLC reports to monitor and support student interventions	-Principal	-Sept 2012 -On-Going	-PLC	None

III. ENGLISH LEARNERS

GOAL: English learners will meet language and academic proficiency requirements, as measured by AMAO and AYP subgroup targets.				
ACTION STEPS	PERSONS RESPONSIBLE / INVOLVED	TIMELINE	MEANS OF MONITORING	FUNDING SOURCES / COSTS
A. CURRICULUM				
1. Ensure appropriate implementation of <i>Carousel Of Ideas</i> <ul style="list-style-type: none"> Conduct a school wide inventory of instructional materials; purchase needed materials before school resumes in August, 2012 Provide consistent implementation and program fidelity 	-Principal -Gen Ed Teachers	-Aug 2012	-Grade Level feedback to Principal	Title III
2. Ensure appropriate implementation of <i>Read 180</i> and <i>LBook</i> <ul style="list-style-type: none"> Ensure proper placement of English Learners for Read 180 and LBook instruction (only those ELs who are more than 2 years below grade level should receive Read 180/LBook instruction) Provide consistent implementation and program fidelity 	-Principal -Rd 180 Teacher	-Aug 2012 -On-going	-Rd 180 class list -SRI data -SAM data	Title III
3. Create a committee of upper grade teachers to work with a consultant to consider a more age – and developmentally- appropriate ELD program (or approach) for students in grades 4-6 who are <u>not</u> two years below grade level (those who should not be receiving instruction through for Read 180/LBook)	-Principal - Teachers in Grades 4 - 6	-Feb 2013	-Committee Meeting Agenda/ Minutes	-Title III
B. DELIVERY OF INSTRUCTION – ELD, ALD, and Academic Support				
1. Ensure that all English Learners needing ELD receive instruction for a minimum of 30 minutes a day, every day of the school week	-Principal	-Aug 2012	-School Schedule	None
2. Group English Learners for ELD instruction based upon language proficiency level (CELDT, ADEPT and other authorized English proficiency measures)	-Principal -Gen Ed Teachers	-Sept 2012 -On-going	-ELD class lists	None
3. Provide higher level English Learners and English only students with targeted instruction in Academic Language Development (ALD)	- Gen Ed Teachers	-Sept 2012 -On-going	-PLC notes -Staff Meetings	None
4. Provide English Learners with language and literacy support in other content areas through the use of scaffolded support and Specially Designed Academic Instruction in English	-Gen Ed Teachers	-Sept 2012	-Staff Meetings	None

(SDAIE) best practice strategies <ul style="list-style-type: none"> Identify strategies through Kate Kinsella training Continue to research, refine and expand the use of SDAIE strategies through Collaborative conversations and peer modeling/observation/debrief 		-On-going	-PLC notes -Walk Throughs	
C. ASSESSMENT				
1. Provide training for faculty members on “ Demystifying and Understanding CELDT ”	-Principal -SBCEO support	-Feb 2013	-Staff Meeting	Title III
2. Provide ADEPT training to identified teachers who will share information with PLCs	-Principal	-Sept 2012 -Fall of each year (as needed)	-Attendance at the Training	Title III
3. Ensure that English Learners are reclassified in a timely manner by doing the following: <ul style="list-style-type: none"> Utilize the English Learner Monitoring Committee to systematically review and analyze student assessment results for the purpose of placement, reclassification and reporting progress to parents Utilize timely and relevant data to inform the reclassification process Follow district required timelines (October, January, and March) 	-Principal -EL Monitoring Committee	-Dec 2012 -Feb 2013 -June 2013 -After reporting period	-EL minutes -District EL Monitor forms	None
4. Discuss with district-level officials the possible modification of reclassification criteria to more closely align with CDE/CELDT guidelines (“ <i>2011–12 CELDT Information Guide</i> ,” pg. 10): <ul style="list-style-type: none"> Consider for reclassification those students whose CELDT overall performance level is Early Advanced or higher and individual domain scores are <u>Intermediate</u> or higher Those students whose <u>overall performance level is in the upper end of the Intermediate level also may be considered</u> for reclassification if additional measures determine the likelihood that a student is proficient in English 	-Principal	-Dec 2012	- District Meeting agenda/ minutes	None
D. PROFESSIONAL DEVELOPMENT & COLLABORATION				
1. Schedule staff refresher training in <i>Carousel of Ideas</i> for ELD instruction, as needed	-Principal	-Sept 2012	-Staff Meeting agenda	None

<p>2. Attend Kate Kinsella training (November 7 and 28, 2012) and implement recommended strategies</p> <p><i>NOTE: This action step is also identified in the ELA section</i></p> <p>a. Strategically identify teachers to attend training</p> <ul style="list-style-type: none"> Select teachers designated to implement Academic Language Development (ALD) with higher level ELs and EOs (when English Learners are receiving ELD) If all ALD teachers are not able to go, select teachers who are willing and able to share what they have learned <p>b. Identify specific strategies to implement, either whole school or by grade span</p> <p>c. Support and monitor the implementation of identified strategies</p>	-Principal - One teacher from each grade level including one SPED teacher	-Nov 2012 -Feb 2013	-PLCs -Leadership Team - Staff Meeting	Title III
<p>3. Identify specific Specially Designed Academic Instruction in English (SDAIE) strategies that will be used in every classroom at Monroe School</p> <ul style="list-style-type: none"> Identify specific SDAIE strategies that all teachers will learn and implement with consistency Schedule time at faculty and PLC meetings to discuss use of strategies and measureable effects with students Develop a system for supporting the use of SDAIE strategies and for monitoring that they are being implemented properly and with fidelity 	-Principal -Leadership Team -Staff Meeting	-Feb 2013 -Sept 2013 -On-going	-Walk Throughs -Staff Meetings -PLCs	None
<p>4. Provide formal training for all faculty working with Read 180 and “L Book”</p>	-Principal	-2012	-Attendance at Training	Title III
<p>5. Training must accompany any program or instructional approach for English Learners in grades 4-6 who are less than two years below grade level. (These are the students for whom Carousel or Read 180 may not be appropriate.)</p>	-Principal	-2012 -On-going	-Attendance at Training	Title III
E. MONITORING OF IMPLEMENTATION				
<p>1. Monitor to ensure appropriate placement and grouping of English Learners in ELD based upon language proficiency level (CELDT, ADEPT and other authorized English proficiency measures)</p>	-Principal -EL Monitoring Committee	-Aug 2012 -June 2013 -Aug 2013 -June 2014 -Aug 2014 -On-going	-CELDT data -ADEPT data -Class placements	None
<p>2. Monitor to ensure that the English Learner Monitoring Committee meets on a regular basis to monitor the progress of English Learners and identify students for reclassification</p>	-Principal -EL Monitoring Committee	-Nov 2012 -Feb 2013 -May 2013	-Agendas - Minutes of meetings	None

		-On-going 3 times a school year		
<p>3. Monitor to ensure that faculty attending Kate Kinsella training:</p> <ul style="list-style-type: none"> - Identify specific strategies on which to provide schoolwide focus during the 2012-13 and 2013-14 school years - Provide training and coaching, as needed - Engage in structured peer observation/debrief to refine practice 	-Principal -Leadership Team -Grade Level Teams	-Nov 2012 -Feb 2013	-Walk Through Tool -Walk Throughs -Staff Meetings -PLCs	Title III
<p>4. Principal will monitor instruction to ensure effective, consistent use of SDAIE strategies in classroom instruction</p>	-Principal	-Sept 2012 - On-going	-Walk Throughs -Staff Meetings	Title III
<p>5. Principal will provide specific, targeted feedback to teachers to promote continuous improvement</p>	-Principal	-Sept 2012 -Feb 2013 -On-going	-CELDT data -Edusoft data	None
<p>6. Principal will monitor grade level PLC meetings to ensure that faculty are focusing on the language and academic needs of English Learners during lesson planning and data review</p>	-Principal	-Sept 2012 -On-going	-District PLC template -PLC notes -Edusoft data	Title III

IV. SPECIAL EDUCATION

GOAL: Professional development opportunities will be provided in a strategic and focused manner to emphasize effective implementation of the action steps described in this plan.				
ACTION STEPS	PERSONS RESPONSIBLE / INVOLVED	TIMELINE	MEANS OF MONITORING	FUNDING SOURCES / COSTS
A. CURRICULUM / ACCESS TO CORE				
1. With the support of district administration, establish a standard protocol for how and when special education students receive access to district core curriculum <ol style="list-style-type: none"> Determine how and when core curriculum will be implemented in special education classrooms Work with district to determine placement protocols for participation in Read 180 Work with district to determine placement protocols for use of Lindamood Bell supplemental curriculum 		Sept 2012	-System 44 and Read 180 embedded assessments - SRI, SPI - General Ed. assessments	None
2. With the support of district administration, establish site-level protocol for how and when to use approved supplemental curriculum materials <ul style="list-style-type: none"> Establish evaluation and approval process for supplemental curriculum that includes district and/or principal approval 		Sept 2012	-IEP -Grade Level meetings -PLCs	None
3. Utilize PLC collaboration time to provide opportunities for general and special education staff to review appropriate accommodation and modification supports		Feb 2013	-Monthly Schedule -PLC notes	None
B. PLACEMENT AND SUPPORT OF STUDENTS				
1. Work with district administration to create a school-wide model for inclusion to integrate special education students in a manner consistent with “least restrictive environment”		2012 2013	-District SPED meetings	None
2. Work with district special education staff to arrange additional administrative support for IEP team meetings.		-Sept 2012	-District SPED Data -IEP Calendar	None
3. For annual placement of special education students, identify a cluster of students for full	-	Sept 2012	- Class lists - PLCs	None

inclusion in general education classrooms <ul style="list-style-type: none"> Students should have the same special education case manager Identify 2 teachers per grade level for placement of clusters General and special education teachers will be responsible for ongoing collaboration The transition toward full inclusion will begin in 2013-14 school year, with 2012-13 being used for review and analysis at the site and district levels. 			- IEPs - Grade Level meetings	
C. DELIVERY OF INSTRUCTION				
1. Utilize the “push in” model of instruction and support to instruct students with disabilities in the least restrictive environment	-SPED Teachers -Gen Ed Teacher - Principal	Sept 2012 Sept 2013 Sept 2014	-Walk throughs - PLC notes	None
2. Develop a model for co-teaching and/or collaboration to ensure that special education staff provide general education teachers with service and support	- SPED Teachers - Gen Ed Teachers	Mar 2013	- Walk throughs - PLC notes	Title II
D. PROFESSIONAL DEVELOPMENT				
1. Use faculty and PLC meeting time as an opportunity for special education and general education teachers to plan specific support and “co-teaching” opportunities	- SPED Teachers - Gen Ed Teachers	Sept 2012 Feb 2013	- PLC notes - Staff Meetings	None
2. Schedule faculty meeting opportunities for special education staff to: <ul style="list-style-type: none"> Share best practices for grouping, teaching, and supporting students in special education Train general education teachers on the following: <ul style="list-style-type: none"> Accommodation and modification of instruction Appropriate preparation and participation in the IEP process 	-SPED Team -Principal	Oct 2012 Oct 2013 Oct 2014	-Faculty Meeting Agenda -SPED Confidential Notebooks	None
E. MONITORING				
1. Principal/designee and district special education administrators will monitor the placement of students with disabilities to ensure (a) least restrictive environment , and (b) access to core	-Principal -SPED Team	-Sept 2012 -On-going	-SPED Meeting -IEPs	None
2. Principal will monitor to ensure that the inclusion model is supported through co-teaching and support within the general education classroom	-Principal -SPED Team	-Sept 2012 - On-going	-Walk Throughs -SPED Meetings -Faculty	None

			Meetings	
3. Principal will monitor to ensure that students with disabilities are clustered into two classes per grade level, beginning with students in grades 4 and 5	-Principal -SPED Team	-June 2012 - On-going	-Grade Level Rosters	None

V. PROFESSIONAL DEVELOPMENT / COLLABORATION

GOAL: To build capacity among all faculty members to meet the diverse needs of students at Monroe Elementary.				
ACTION STEPS	PERSONS RESPONSIBLE / INVOLVED	TIMELINE	MEANS OF MONITORING	FUNDING SOURCES / COSTS
A. PROFESSIONAL DEVELOPMENT				
1. Provide all professional development opportunities outlined in Sections I-IV above	-Principal	-Start in Sept 2012 and on-going through 2013	-Attendance at Trainings	-Title I -Title III -Title II (District)
B. PLC COLLABORATION TIME, STAFF MEETINGS, and EARLY RELEASE DAYS				
1. Create vertical blocks of time for the scheduling of music, computer and PE instruction to: (a.) reduce interruptions during core instruction, and (b.) provide extended time grade level Professional Learning Communities (PLCs) to collaboration around lesson planning, instructional delivery, assessment results, and intervention needs	-Principal -Leader Ship Team	Sept 2012	-School Schedule	-Title I -EIA -Title III
C. STAFF MEETINGS				
1. Schedule staff meetings to occur after school on Tuesdays (except the third Tuesday, as specified in the collective bargaining agreement). <ul style="list-style-type: none"> Routine business will be conducted in an expedient manner Teaching and learning will be an area of focus during staff meetings 	-Principal -Leader Ship Team -Staff	-Sept 2012	-Staff Meeting agenda/ minutes	None
D. EARLY RELEASE DAYS				
1. As a staff, agree upon a productive use of Wednesday Early Release time to more fully support the instructional program at Monroe School and implement the recommendations of this plan	-Principal -Leader Ship Team	-Sept 2012	-Staff Meetings	None

Successful, Safe, and Healthy Students Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoint Timeline	Professional Development	Funding
Tier I	<ul style="list-style-type: none"> - General Education Teacher 	<ul style="list-style-type: none"> - Safe and Healthy Environment - Target: 75% of students move up one proficiency level on CST - Increase pro-social behavior by 75% 	<ul style="list-style-type: none"> - Schedule Too Good for Drugs lessons - Schedule weekly Monday Assemblies for pro-social recognition - Meet “No Place for Hate” 3 event requirements - The first day of school review school-wide rules and expectations. - PLC and Staff meeting follow-up. - Plan disability awareness day - Schedule Character Counts Assemblies 	August 27-June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal 	<ul style="list-style-type: none"> - Completed lesson plans - Student work - Reduced number of suspensions - Reduced number of principal referrals - Increasing positive student behaviors - Official “No Place for Hate” award status - Monitor behavior referrals 	<ul style="list-style-type: none"> - Daily - Trimester - Yearly 	Character Counts	Title I (3010)
Tier II	<ul style="list-style-type: none"> - Parent-Teacher Conferences - Student Success Teams - Circle of Friends - Parent-Principal conference 	<ul style="list-style-type: none"> - Intervention for students who are at risk - Target: 75% of students move up one proficiency level on CST - Decrease by 20% parent-teacher-principal conferences 	<ul style="list-style-type: none"> - Monitor student behavioral performance - Write behavior contract - Create and monitor SST recommendations 	August 27-June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal - SST team 	<ul style="list-style-type: none"> - Monitor data from student behavior plans - Monitor suspension data 	<ul style="list-style-type: none"> - Weekly 	PLC	
Tier III	<ul style="list-style-type: none"> - Family Advocacy - Suspensions 	<ul style="list-style-type: none"> - Intensive intervention for at risk students - Target decrease by 20% FSA referrals and suspensions 	<ul style="list-style-type: none"> - Monitor implementation of behavior plan - Make outside agency referrals - Create suspension monitoring protocol 	August 27-June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal - FSA - Counselor 	<ul style="list-style-type: none"> - Monitor data from student behavior plans - Monitor suspension data - Monitor FSA caseload 	<ul style="list-style-type: none"> - Weekly 	PLC	Title I (3010)

School Site Council Membership

Parents		
Name	Phone Number	e-mail
Andrea Chando, Chairperson	423-0635	a_chandos@yahoo.com
Marisa Ortega, Vice-Chairperson	637-6976	Marisa@mat.ucsb.edu
John Morais, Secretary	286-0233	jamorais@yahoo.com
Russell Ruiz	895-5739	ruizsblaw@cox.net
Anja Hunter	962-9474	anjadvn@yahoo.com
Teachers		
Name	Phone Number	e-mail
Michele Britton	966-7023	mbritton@sbsdk12.org
Lynne Harms	966-7023	lharms@sbsdk12.org
Arielle Curry	966-7023	acurry@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Negin Parvin	966-1023	nparvin@sbsdk12.org
Dale Tetelman	966-1023	dtetelman@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Tina Nelson	899-4652	chrisandtina@cox.net
Principal		
Name	Phone Number	e-mail
Celeste Darga	805-966-7023	cdarga@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisort Committee Membership

	Parents	
Name	Phone Number	e-mail
Rafaela Orozco (President)	451-0890	
Robertina Santamaria (Vice-President)	729-8977	
Berencice Llerenas (Secretary)	884-8784	
Angelica Castro (Parliamentarian)	324-3815	
Sandra Ayala (DELAC)	455-9965	
	Teachers	
Name	Phone Number	e-mail
Lynne Harms	966-7023	lharms@sbsdk12.org
Judy Cosio	966-7023	jcosio@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Yolanda Saunders	966-7023	ysaunders@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
Beatriz Flores		beatrizpflores@hotmail.com
Patricia Lopez	703-3853	
	Principal	
Name	Phone Number	e-mail
Celeste Darga	966-7023	cdarga@sbsdk12.org
Signature of Principal:		
Signature of ELAC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
Principal	Celeste Darga	cdarga@sbsdk12.org
SPED Teacher	Arielle Curry	acurry@sbsdk12.org
Office Manager	Dale Tetelman	dtetelman@sbsdk12.org
Health Assistant	Yolanda Saunders	ysaunders@sbsdk12.org
Office Clerk	Negin Parvin	nparvin@sbsdk12.org
Lead Custodian	Vicente Belmonte	vbelmonte@sbsdk12.org
Incidence Response Team	Name	e-mail
Principal	Celeste Darga	cdarga@sbsdk12.org
School Psychologist	Melissa Quigley	mquigley@sbsdk12.org
Office Manager	Dale Tetelman	dtetelman@sbsdk12.org
Health Assistant	Yolanda Saunders	ysaunders@sbsdk12.org
FSA Counselor	Jeffrey Jarrett	jeffreyj@fsacares.org
FSA Counselor	Mary Weniger	maryw@fsacares.org
Other:	Name	e-mail

Leadership Data Committee Membership (Optional)

Name	e-mail
Celeste Darga	cdarga@sbsdk12.org
Sally DeLyser	sdelyser@sbsdk12.org
Courtney Brewer	cbrewer@sbsdk12.org
Sheri Martin	smartin@sbsdk12.org
Irene Pattenau	ipattenau@sbsdk12.org
Amy Gates	agates@sbsdk12.org
Michele Britton	mbritton@sbsdk12.org
Jeannette DeConde	jdeconde@sbsdk12.org
Peggy Ciolino	pciolino@sbsdk12.org

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Monroe Elementary School

Date: 2012-2013

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary	\$4,000.00	\$15,000.00	\$15,000.00				\$34,000.00
1120	Teacher Hourly							\$0.00
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary	\$40,000.00	\$85,000.00		\$6,500.00			\$131,500.00
2120	Inst. Aide Hourly							\$0.00
2410	Clerical Salary			\$4,600.00				\$4,600.00
2420	Clerical Hourly		\$2,700.00					\$2,700.00
3000	Benefits							\$0.00
	Sub total	\$44,000.00	\$102,700.00	\$19,600.00	\$6,500.00	\$0.00		\$172,800.00
4110	Textbooks							\$0.00
4310	Instructional Materials			\$4,000.00				\$4,000.00
4340	Computer Software & Supplies	\$15,000.00	\$15,000.00					\$30,000.00
4350	Office Supplies							\$0.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	Inservice Training	\$7,200.00	\$7,000.00	\$5,000.00		\$2,274.00		\$21,474.00
5900	Telephone							\$0.00
5810	Contracted Services		\$5,000.00	\$5,000.00				\$10,000.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$22,200.00	\$27,000.00	\$14,000.00	\$0.00	\$2,274.00		\$65,474.00
	TOTAL BUDGET	\$66,200.00	\$129,700.00	\$33,600.00	\$6,500.00	\$2,274.00		\$238,274.00

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