



Santa Barbara Unified School District

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Student Achievement Workshop Report

School: Roosevelt Elementary School

Principal: Donna M. Ronzone, PhD

School year: 2012-2013

1. What does the student achievement data tell you?

API: Roosevelt students continue an upward trend, school-wide and by subgroup (Hispanic +16 = 810; SED +21=800, and White +23 = 945. All student subgroups except ELs exceed e 800 with both ELLs and Latinos having achieved that goal. (Students with disabilities are not a large enough testing group to get numerically significant numbers.) Despite continuing gains, the results suggest a continuing achievement gap between and among subgroups, most notably -135 point gap between whites and Latinos. In addition, the EL subgroup posted only a +1 point gain in contrast to the +24 point gain last year and an overall upward trend the past 5 years. **AYP:** Roosevelt met 20 of 21 targets. All groups made enough progress to stay in Safe Harbor. No sub-group (except white) met the stated AMO Math and ELA proficiency targets, although all made sufficient progress to maintain Safe Harbor status. **API:** In ELA, all grades posted scores showing that more than 60% of students are proficient or advanced, with a high of 82% ELA and 84% M in Grade 4. In Math, the same pattern holds, with Grade 5 at 81% and 3rd at 83%. In Grade 3, there is a discrepancy that calls for attention with 62% advanced or proficient in ELA and 83% in math. Students in the basic group in all grades and both areas, range from 9% to 24%. The discrepancy between achievement among subgroups suggest that a focus on student achievement at the individual level addressed through a strong RtI focus at Tier 2 and differentiated instruction is a pathway to: 1) improving the achievement levels of students scoring at basic and below; 2) the continuing improvement of students in the proficient band; 3) and in addressing the specific needs of the students in the ELL group

2. What are you doing in response?

A) EL: The achievement of each EL student tested and who remains at Roosevelt undergoes continuous review of progress using multiple measures, (e.g., CST, ADEPT, benchmark assessments, CELDT, attendance, report cards, etc.) intervention plans are developed to address: attendance, multiple school issues, progress towards English language proficiency, health and environmental issues, etc. Reading and math intervention services are being increased (i.e., instructional time and staff) to focus on basic math skills and concepts as well as academic vocabulary and comprehension.

B) Basic Subgroups: PLC focus on RtI and differentiation of instructional delivery; use of frequent assessments to design immediate intervention as skills and concepts are taught and assessed. Students making insufficient progress by January 1st will be referred to SST.

C) BB/FBB Subgroups: All students will be reviewed by grade level staff and the SST by October 1st.

D) Extended day will focus on students scoring basic and below in both Math and ELA with an emphasis on English Language Learners.

E) PLC: Year long focus on: 1) flexible instructional groupings in all areas, 2) differentiated instruction, 3) sharing effective strategies, e.g. ELD, CCS, inclusion, differentiation among grade levels, 4) AVID and RtI Tiers, 5) SST effectiveness of intervention and % of appropriate referrals to special education.

3. In what ways is this different than last year's response?

- Focus on more frequent monitoring and development of intervention plans for individual students
- PLC focus ELLs and on differentiation linked effectively to ongoing assessment and instruction
- Addition of curriculum specialists at each grade level to assist with differentiation and intervention
- Expansion of reading intervention, extended day services.

Single Plan for Student Achievement 2012-13



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: 8/27/2012-6/1/2013

Date of this revision: 12/3/12

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
	Summary of Data:	Conclusions Data Performance:
<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>Roosevelt Elementary School Mission Statement</p> <p>The mission of the Roosevelt Elementary School community is to promote and support academic excellence, as well as the social, emotional, and physical well-being of each child by:</p> <ol style="list-style-type: none"> guiding students to understand, honor, and respect diversity providing students with the skills necessary to participate in a technological world teaching students to be problem-solving, self-reliant, confident, and responsible citizens creating and maintaining a safe, positive and rigorous academic environment 	<p>An analysis of student performance data was conducted using the CST's in ELA and Math, CELDT, ADEPT, ALS and other site and district benchmark assessments. Roosevelt students made sufficient gains to remain in Safe Harbor, school-wide and for all sub-groups (except white as this group consistently exceeds yearly increases in the AMO.)</p> <p>AYP <u>English Language Arts (AMO: 78.4%)</u></p> <ul style="list-style-type: none"> School - wide 73.4% <p>Sub-Groups:</p> <ul style="list-style-type: none"> Hispanic 57.9% White 88.4% Socio-Economically Disadvantaged 54.8% English Learner 49.6% {34.2% (2010); 41.1 (2011)} Students with Disabilities 33.3% <p><u>Math (AMO: 79%)</u></p> <ul style="list-style-type: none"> School-wide: 74.2% {(67.7% (2010) 69% (2011)} <p>Sub-Groups:</p> <ul style="list-style-type: none"> Hispanic: 60.5% {49.7% (2010) 53.3% (2011) SH} White 87.3% Socio-Economically Disadvantaged: 56.7% {(46.1%(2010) 51.3%(2011) SH} <u>English Learner: 48.7% {(43.2% (2010) 42.1% (2011)}</u> Students with Disabilities: 50% (2011- 35%) <p>API</p> <ul style="list-style-type: none"> School-wide: 879 (2 year growth = 32 points as API 867 – in 2011 and 2010 = 847) <p>Sub-Groups:</p> <ul style="list-style-type: none"> Hispanic 810 (3 year growth =69 points { 794 +39 (2010=755 (+14)) White 945 (2011= 923 (-4) and 2010= 927 (+10) Socio-Economically Disadvantaged: 800 = + 21 (779 +31 (2010+ 748 (+17) 3 year growth=+69 points English Learners : 757 for 2012, (2011 =756 and(2010=722 +34) <p>Note:</p> <ul style="list-style-type: none"> Students with Disabilities API N/A 	<p>The 2012 STAR state data. i.e., API results, indicate that Roosevelt has shown substantial growth in English Language Arts and Math school-wide + 12 =879 growth from 2011 (+20/867) and for all subgroups noting, in particular,</p> <p>A. +16 point gain (2011- 39 point gain) for Hispanic/Latino students and</p> <p>B. +21 point gain (2011-+31 point gain) for students identified as SES. AYP results indicate that Roosevelt students met 20 of the 21 AYP criteria, including a 100% participation rate for all groups except white which = 99%)</p> <p>(In the past two (2) years, the SES subgroup has gained a total of 52 points and Latino students posted a +55 point gain.)</p> <p>English Language Learners:</p> <p>A. Of concern, English Language L earners posted only a one (1) point API sub-group gain in 2012. This subgroup did not meet the federal proficiency (AYP) target in Math and missed the target for Safe Harbor by less than 3% for English Language Learners.</p> <p>B. 113 students identified as English language learners were tested. (In 2011, 95 students were in the testing subgroup). <u>As a group, their API increased by 24 points (746) in 2011 but only by +1 in 2012.</u> This sub-group, although steadily progressing on API measures, continues to be the lowest scoring subgroup at Roosevelt as measured by AYP. According to AYP criteria, the group made enough progress in ELA for Safe Harbor but did not do so in Math in 2011 but did meet the target for SH in 2012.</p> <p><u>Overall:</u></p> <p>Teachers and parents are very pleased to see another 12 point gain coupled with the previous year's a twenty (20) point gain in our school's API; a +34 point gain over two years. We are also pleased to see yearly API increases of +16 (Hispanic), +21 (SES). We are concerned that despite a +24 ELL gain in 2011; this subgroup only gained a +1. The AYP measures, however, indicate sufficient progress for ELs in Math and Language Arts towards the 100% proficiency goal set by NCLB for 2014 although this subgroup did not meet its goal of +5 in API.</p> <p>We are cognizant of the discrepancy between the school-wide and white population upward trend in proficiency levels and subgroup proficiency levels as measured by AYP in contrast to the increasing levels of API. We remain focused on ways to address this achievement gap as indicated by the API of the white subgroup of 945 and the Hispanic sub-group =810. This 135 point gap is being thoroughly analyzed as we review assessment data and adjust instruction throughout the 2012-2013 year.</p> <p>Therefore, we are focusing our efforts on following common elements of successful schools:</p> <ul style="list-style-type: none"> Using data driven instructional planning Increasing expertise in differentiated instructional strategies Holding high expectations for all students and providing multiple opportunities for students to meet those expectations Providing effective and timely interventions for at-risk students with intensive achievement monitoring, in particular, for our students learning English as well as for our Latino sub-group overall.
	Areas met:	Conclusion areas met:

	<p>Roosevelt met and exceeded our API targets school-wide and for all subgroups, except English Language Learners. Our 2012 API= 879, represents a 12 point increase school-wide. The Spring, 2012 API represents the highest API that Roosevelt has achieved since the 2003-2004 year (804). It is the highest our Latino students have achieved (2003=687) and in 2012 the API for this subgroup=810 (2010=755; 2011= 794) and English Language Learners: 757 (in 2010= 722 and 2011= 746.) Proficiencies levels in ELA and Math at all grade levels exceeded 62% with a high point in Grade 4 of 82% in ELA and 84% in Math; the low point in Grade 6 - 69% in ELA and 64% in Math. Proficiency Levels (those advanced or proficient in ELA and Math with in the ELL sub-group remains below 50%)</p>	<ul style="list-style-type: none"> • Continue focus on data driven instruction • Frequent and varied assessment followed by targeted, differentiated instruction • Frequent review and analysis of data we obtain assessments, e.g. trimester benchmarks, curriculum-based assessments, weekly tests, etc. • Professional Learning Community focus on effective instruction that utilizes differentiated instructional strategies to meet individual needs
	<p>Areas not met:</p>	<p>Conclusion areas not met:</p>
	<p>API – insufficient growth in API for English Language Learners growth target was +5; subgroup posted only a +1.</p>	<p>Need to address subgroup achievement gap via consistent monitoring of student achievement on a student-by-student basis and immediate intervention via Tiered Rtl strategies</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 instructional materials. • Staff meets twice monthly as a Professional Learning Community to: align curriculum and instruction and assessment to the Common Core Standards • Staff is continuing to articulate instructional needs of English Language learners in light of CCS 	Curriculum alignment is an ongoing process. Roosevelt met the requirements of Williams Settlement Act. Transition to CCS is emerging and observable in classrooms.
Availability of standards-based instructional materials appropriate to all student groups	<p>All students have access to standards-based instructional materials including state-adopted text books and district adopted materials, as well as extension activities for students who exceed grade level standards and those who are identified as gifted and academically talented. 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 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.</p> <p>All students have Social Studies and Science texts.</p> <p>AS instructional materials for CCS are not yet available, teachers are accessing online resources and engaging in site and district collaboration.</p>	Roosevelt met the Williams Settlement Act. CCS transition is beginning to be observable.

Analyze Educational Practices

<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 California Teaching Standards and content standards, areas of improvement are identified by summative and formative assessments, and professional needs are identified by individual staff members in the annual goal-setting process that is an aspect of the teacher evaluation process. Additional professional development needs are identified via and formal and informal classroom observations by the principal.</p> <p>The overall staff development tasks will focus on transition to the Common Core Standards as the staff continues to develop expertise with differentiated instruction. The focus of staff development at Roosevelt in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Differentiated Instruction (CA Teaching Standard 4; best practices, recent research) Heacox, Diane, Making Differentiation a Habit, Free Spirit press, 2009. This work will highlight the needs of English language learners specifically. 2. Essential Teaching Techniques for Effective Student Engagement using the Doug Lemov book, <i>Teach Like a Champion</i> - Professional Learning Community focus 3. Creating a Classroom Environment Conducive for Learning, Teaching Standard 2. 4. using assessment to guide instruction, CA Teaching Standard 4..work of Marzano, Reeves, Kinsella, etc.) 5. Culturally Proficient Schools (Lindsay, Randall. et al.) Spring 2013 PLC Read and discuss; review of additional literature, resources related to topic will also be included <p>Additional staff development programs include:</p> <p>Common Core Standards Differentiated Instruction Inclusion Culturally Proficient Schools AVID Systematic ELD and EI Assessment such as ADEPT enVision Math support and training Technology support and training, Smarter Balanced Assessments Science professional development</p>	<p>The staff will discuss and utilize best practices from these resources:</p> <ol style="list-style-type: none"> 1. <i>Making Differentiation A Habit</i> By Diane Heacox 2. CCS resources 3.AVID strategies 4.Edusoft 5.English Language Development 6. Teach Like a Champion (continued)
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Required Area	Description	Conclusion
Services provided by the regular program to enable under performing students to meet standards	<p>During initial instruction, teachers use explicit instructional strategies and techniques built into the school district's adopted programs. Teachers also utilize, as needed, the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and teacher guides in Math, Science and Social Studies and related student instructional materials to address the needs of students performing below grade level.</p> <p>All teachers support English learners' acquisition of English as a second language through focused grammar and vocabulary development as well as using pre-teaching and scaffolding strategies in all content areas. Systematic ELD instruction is provided 30 minutes daily; a variety of instructional strategies are used throughout the instructional day to provide support for English learners such as pre-teaching, differentiated instructional tasks, cooperative group work, scaffold questioning, etc.</p> <p>Additional instructional support programs, services and activities: Library technician, Computer Assisted Learning, Differentiated Instruction, Individualized/small group instruction</p> <p>Awards Assemblies are held every six (6) weeks to recognize student success, effort and achievement, as well as to provide a school-wide emphasis on character development through the Character Counts program</p> <p>Accelerated Reader in place to be implemented; staff training continues</p>	<p>The Principal, with grade level team leaders, oversees and facilitates teachers' initial identification of at-risk students through monitoring of ongoing assessments, the administration of District critical standards benchmark assessments, and grade level end-of-unit assessments. Weekly grade level meetings focus on at-risk learners and necessary interventions are determined for benchmark, strategic, and intensive level interventions.</p>

Analyze Educational Practices

<p>Services provided by categorical funds to enable under performing students to meet standards</p>	<ul style="list-style-type: none"> - Developmental Reading Assessments (e.g. DIBELS, Read Naturally) are used to inform 1st-3rd grade 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 below grade level proficiency in ELA participate in a daily Reading Intervention program. This is a 1-1 program during which students meet with a credentialed teacher and specifically-trained instructional assistants for intensive instruction in skills that are below grade level, e.g. fluency, vocabulary, comprehension. - Curriculum specialist assists Kindergarten teachers and students with Math instruction, allowing for small group and differentiated instruction - K instructional assistants (2, part time) assist with language and literacy development - Curriculum specialists assist teachers in supporting students in Grades 1-6 with ELA and Math instruction, allowing for small group and differentiated instruction - Credentialed teacher provides Newcomer services and English language acquisition support services (ADEPT levels 1-3) as needed based on enrollment of newcomers - Extended day- one teacher at each grade level teaches an extended day 2x per week for 60 minutes to students below proficiency in reading and/or math. - FSA counselors provide social/emotional support to students and families. The FSA counselor supports teachers and families in identifying skills and strategies that improve academic achievement and school success. The FSA counselor employs social skills groups to facilitate positive peer interactions. 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. 	<p>Categorical funds are used to meet the needs of educationally at-risk students and English learners. The funds provide small group and intensive intervention to under performing students and assist them in meeting grade level standards.</p>
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Analyze Educational Practices

Required Area	Description	Conclusion
CONTINUED: Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Staff development opportunities for teachers and support staff through the purchase of professional development materials, working with consultants, providing time for collaboration and attending seminars and classes. - Computer teacher – a credentialed teacher, who also has expertise in special education, teaches each student once per week in the computer lab. The weekly lesson is correlated with the regular education program and provides students with computer assisted instruction as well as instruction in use of technology resources, e.g. the SBCEO portal, envision math. - Newcomers' Program (as needed based on students enrolling in this category) – an hourly Newcomer credentialed teacher provides support to students that have recently entered the United States and have little or no mastery of basic/survival English; this service provides intensive individual small group instruction in basic English and support for the student in the classroom and is continued until the student is placed into the reading intervention program and can participate effectively in level 1 instruction in an ELD group. - Bilingual Clerical Support - to provide telephone and personal assistance to low-income and limited English families, such as attendance, meal applications, registration, school policies, etc. (one additional hour per day of office aide time) - Assessment coordinator (CELDT, CST, Edusoft, ADEPT) is in charge of all English Language Learners CELDT/LAS testing, as well as official documents. She develops, coordinates and presents the staff and parents with timely and accurate test results and reports summarizing all relevant assessment data for all of our English Language Learners as well as all students. This position also oversees administration of CELDT, ALS Benchmark, GATE and CST testing 	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	Teachers use time in Professional Learning Community meetings to triangulate the data they receive from the state testing with their 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 CCS and current state standards and subgroup proficiency targets. In 2012-2013, the focus of instructional design in pre-teaching and re-teaching will be differentiation of instructional delivery, instructional tasks, and assessment to support, in particular, English language learners and at-risk students (i.e. students below proficiency levels in Math and ELA.
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 by focusing on using assessment results, both formal and informal, to drive design and delivery of differentiated instruction.
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. These include: student teachers from UCSB and Roosevelt Foundation (REEF), and parent volunteers. In 2012-2013, Roosevelt has 1 curriculum specialist per grade level. (REEF financial support has funded over 60% of the total cost of these positions; categorical fund the remaining costs.)	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	Roosevelt has experienced a significant decline in state and federal categorical funding that is intended to support at-risk students. Lack of district SARB process to assist with attendance issues Length of instructional day	Despite our budgetary challenges, Roosevelt students overall continue to show achievement gains. Although the expectations for increasing levels of proficiency continue, resources such as available instructional time, limited by contractual obligations, coupled with increased class size, are challenges that Roosevelt works to ameliorate with the financial support of the parent community.
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 available support personnel decreases.	In spite of the challenges noted above, Roosevelt continues to show achievement gains overall and for all subgroups as indicated by API scores. Federal AYP indicators indicate need to address the achievement gap for EL students, in ELA and in particular in Math.

Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tr I	- General Education Teacher	<ul style="list-style-type: none"> - Differentiated Instruction - Target 75% of students move up one proficiency level on CST - Eliminate students in FBB and decrease by 50% BB 	<ul style="list-style-type: none"> - Re-visit <i>Making Differentiation a Habit</i> and instructional strategies commitments. - Provide release time for teachers for peer to peer classroom observations - PLC and staff meeting follow-up. - Flexible re-grouping for instruction-grades 3-6 - Culturally Proficient Schools-review and adapt ideas 	- August 27-June 1	<ul style="list-style-type: none"> - <i>Teach Like a Champion</i> by Doug Lemov - Heacox, D - <i>Making Differentiation a Habit</i> - Variety of online resources 	<ul style="list-style-type: none"> - Principal, Dr. Ronzone Grade Level Team Leaders 	<ul style="list-style-type: none"> - Informal Walk-Throughs, Formal teacher eval. Process Teacher self eval. Process 	<ul style="list-style-type: none"> Weekly-grade level team leaders Tri-mester review 	<ul style="list-style-type: none"> -ELD training - AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - District Academic Coherence Teams - Jonathon LeMaster - District-wide grade level CCs meetings 	- Title II (4035)
Tr II	K curriculum specialist	<ul style="list-style-type: none"> - Small group instruction - Math 	<ul style="list-style-type: none"> - Hire one curriculum specialist 4 days per week 6/hours - Set up PAR sheets for compliance. 	- August 27-June 1	<ul style="list-style-type: none"> - RtI Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003 	<ul style="list-style-type: none"> - Principal, Dr. Ronzone - K Team leader- 	<ul style="list-style-type: none"> - Benchmark assessments - Formative assessment - ADEPT 	<ul style="list-style-type: none"> - Trimester - Weekly 	<ul style="list-style-type: none"> - SB 472 	<ul style="list-style-type: none"> - Title II (4035) - EIA (7091)
	<ul style="list-style-type: none"> - ELD - Carousel of Ideas -ELD 30 minutes targeted instruction 	<ul style="list-style-type: none"> - Small group instruction Increased Adept level by 1; CELDT by 2 Increase % of students who are reclassified 	<ul style="list-style-type: none"> - Determine groups Year long plan Newcomer teacher 	August 27--June 1	<ul style="list-style-type: none"> - AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005 	<ul style="list-style-type: none"> - Principal, Dr. Ronzone 	<ul style="list-style-type: none"> - ADEPT - CELDT - Report cards 	<ul style="list-style-type: none"> - Trimester - Quarterly - Weekly 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	<ul style="list-style-type: none"> - Title III (4203) - EIA (7091)

	Extended day 2 hours per week- 16 weeks		- Identify at-risk students	- <i>Early Childhood Intervention: Proven Results, Future Promise</i> by Karoly, Lynn, et.al,2005 - Elliot, Judy: Response to Intervention: What and Why: School Administrator , Sept.2008 - Treasures of the Pyramids: - Ventura County Symposium on RtI Feb.5, 2009 - Inclusion workshop, 10/12 and related print resources		- Principal, - Dr. Ronzone Psychologist Speech/Lang. Therapist 2 reg. ed teachers on SST Spec. Ed teacher	- ADEPT -district benchmarks -goal monitoring 6- 8 weeks- diagnostic teaching	monthly SST 6-8 weeks	benchmarks Curriculum-based assessments	-Title I (3010) (if needed) Hourly core/at-risk Title 1
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Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	Reading Intervention-Intensive Grades 1-3	Individual instruction-targeted/remedial, diagnostic,& prescriptive	<ul style="list-style-type: none"> - Set schedule - Review Spring and August benchmarks - Determine students - Hire/assign instructional assistants and curriculum specialists 	Biweekly review of data	<ul style="list-style-type: none"> - AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005 	<ul style="list-style-type: none"> - Principal, Dr. Ronzone - RTI Consultant/trainer in prescriptive strategies 	<ul style="list-style-type: none"> - ADEPT - DIBELS - CBA: Open Court formative assessments 	<ul style="list-style-type: none"> - Trimester - Quarterly - Weekly 	<ul style="list-style-type: none"> - ADEPT training - SB 472 - Cadre Meetings 	-Title I (3010) EIA (7091)
	-	-	-	-	RtI Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)		-	-	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> 	- EIA (7091)
	- Library	- To provide adequate and up-to-date Reading materials, library books, reference books and periodicals for students K-6	Review and purchase library materials	- Fall-March		<ul style="list-style-type: none"> - Dr. Ronzone - Dorene Garcia, Library Technician 	- Library Circulation data	- trimester	<i>District librarian trains technician</i>	SIP

Math Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST	Making Differentiation a Habit, Heacox, D. <i>Teach Like a Champion</i> and instructional strategies commitments-year-long study/implementation	- August 27-June 1	Differentiated instruction- current research - <i>Teach Like a Champion</i> by Doug Lemov	- Principal, Dr. Ronzone	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- enVision - Data trainings - Bill Jacobs-- Comprehensive math training - District Academic Coherence Teams	- Title II (4035) - ELAP, LEP
Tier II	enVision Math Support in the Computer Lab and via curriculum specialists	- Extended day - Target 75% of students move up one proficiency level on CST	- Teacher tutor	- August 27-June 1	- RtI Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, - <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. Ronzone	- Benchmark assessments - Formative assessment	- Trimester - Weekly - STAR	- SB 472	EIA (7091)

Tier III	Math intervention	<ul style="list-style-type: none"> - Small group individualized instruction for at-risk students - Grades K-6 - Target 75% of students move up one proficiency level on CST 	Curriculum specialists	September-May	<ul style="list-style-type: none"> - Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, - <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) 	<ul style="list-style-type: none"> - Principal, - Dr. Ronzone 	CST results <ul style="list-style-type: none"> - Benchmark assessments - Formative assessments 	<ul style="list-style-type: none"> - Weekly - Trimester 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> 	<ul style="list-style-type: none"> - EIA (7091) - Title III (4203)
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English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT and ADEPT	- Differentiated Instruction, Heacox, D. - Open school with <i>Teach Like a Champion</i> and instructional strategies commitments. - PLC and staff meeting follow-up.	- September-June	- Differentiated Instruction, Heacox, Diane - <i>Teach Like a Champion</i> by Doug Lemov	- Principal, Dr. Ronzone Grade level team leaders	- Informal Walk-Throughs, Evaluations and Observations - Peer observations	- Daily - Yearly	Instructional Rounds with other principals at various sites - AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - District Academic Coherence Teams	- Title II (4035) - Title 111
Tier II	- Core Curricula support teacher for EL and Title I students	- Small group, hands-on, targeted instruction for EL and Title I students	Newcomer support (as needed) ELA support through reading intervention	- August 23-June 7	- RtI Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. Donna Ronzone	- Benchmark assessments - Formative assessment - STAR 5th grade science exam	- Trimester - Weekly - STAR - ADEPT - CELDT	- 2x per month PLCs with grade level teachers - Weekly PLC at each grade level	- Title I (3010) - EIA

	-	-	-		<ul style="list-style-type: none"> - Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) 	<ul style="list-style-type: none"> - Principal, Dr. Ronzone 	<ul style="list-style-type: none"> - CELDT - ADEPT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans 	<ul style="list-style-type: none"> - Trimester - Weekly - End of year 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> 	<ul style="list-style-type: none"> - EIA (7091) - Title III (4203)
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English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II	Reading Intervention	Individualized instruction	- Set up PAR sheet for compliance	August 27-- June 1	- Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. Ronzone - Reading Intervention staff - Grade level team leaders	- ADEPT - STAR - CELDT	- Trimester - Quarterly - Weekly	- ADEPT training - SB 472 - Cadre Meetings	- EIA (7091) - Title III (4203)
	- Newcomer Teacher	- Small group instruction	- Identify Non-English speaking New Arrival students - Credentialed, bi-lingual teacher - Set up PAR sheet for compliance	August 27-- June 1	- Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Dr. Ronzone	- ADEPT - CELDT - Open Court - Benchmark Assessments - Formative Assessments - STAR - Report Cards	- Trimester - Weekly	- Differentiated Instruction - Building Vocabulary in EL students - Student Engagement - <i>Teach Like A Champion</i>	- EIA (7091) - Title III (4203)
	- Carousel of Ideas - READ 180 Supplementary print materials - RFEP Committee	- Small group instruction - monitor progress of ELs and RFEPs	- Set schedule for SRI - trimester assessment data review	- Spring - April - May - May	- AB 1802 list of approved materials for ELs - State Board approved replacement curriculum - Kinsella & Feldman 2005 - Joanathon LeMaster - AVID - Dutro	- Principal, Dr. Ronzone - Resource Specialist - Grade level Team leaders - RFEP Committee	- ADEPT - CELDT - Report card - STAR	- Trimester - Quarterly - Weekly	- ADEPT training - SB 472 - Cadre Meetings - ELD training (Dutro, etc.) - ELD PD - peer observation of EL	- EIA (7091) - Title III (4203) - EIA (6286)

Tier III	- Title III Compliance Coordinator	- Individualizing intervention for EL students - Target 75% of students move up one proficiency level on CST and CELDT - Increase by 50% students eligible for re-classification EL to RFEP	- Hire one coordinator on an employment agreement at \$12,000. - Identify EL students; track EL achievement and overall achievement Identify and collaborate; plan intensive intervention for students not progressing with Tier II intervention	August 27- June 1		- Principal, Dr. Ronzone - Compliance coordinator	- ADEPT - SRI - Open Court - STAR - CELDT - DIBELS	- Trimester	- Annual CELDT Training/assessment and Assessment Coordinator management and tracking	- EIA (7091) - LEP
	SST Team	Individualized intervention				SST team- Psychologist, Spec.ed, reg.ed. counselor, Principal	Summary of all available assessments	As referred		

Successful, Safe and Healthy Students Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education 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 – 18 lessons. - Schedule Character Counts Assemblies - Meet “No Place for Hate” requirements – 3 events - The first day of school review school-wide rules and expectations. - PLC and Staff meeting follow-up. - Plan disability awareness - Plan pro-social recognition program 	August 27-June 1	<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, Dr. Ronzone 	<ul style="list-style-type: none"> - Completed lesson plans –Student work - Reduced number of suspensions/expulsions - Reduced number of principal referrals/discipline - Increasing positive student behaviors - Official “No Place for Hate” award status - Monitor behavior referrals 	<ul style="list-style-type: none"> - Daily - Yearly 	Character Counts	None
Tier II	<ul style="list-style-type: none"> - Parent-Teacher Conferences - 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 SST monitoring protocol 	August 27-June 1	<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 1	<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	

School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Lyla Clyne	689 7421	lylaclyne@yahoo.com
Chris Jacobs	886 3690	cjacobs@bfhs.com
Juan Gallardo		
Sabrina Koceman Sam Faizullahoy	455 7656	4sabrina@gmail.com
	Teachers	
Name	Phone Number	e-mail
Nicole Fee	563-2062	nfee@sbsdk12.org
Sunny Godlis	563-2062	sgodlis@sbsdk12.org
Reeny Castellanos	563-2062	mcastellanos@sbsdk12.org
	563-2062	
	Classified Staff	
Name	Phone Number	e-mail
Catherine Young	563-2062	msensamichi@broosevelt.org
	Community Members	
Name	Phone Number	e-mail
	Principal	
Name	Phone Number	e-mail
Donna Ronzone	563 2062	dronzone@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

	Parents	
Name	Phone Number	e-mail
Mrs. Zarate	689 5918	NA
Edvardo Ramirez	562 1204	
Blanca Bernal	886 9986	gemabernal@gmail.com
	Teachers	
Name	Phone Number	e-mail
Diana Aldapa	563 2062	daldapa@sbsdk12.org
Sunny Godlis	563 2062	sgodlis@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Laura Wilson	563 2062	lawilson@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
	Principal	
Name	Phone Number	e-mail
Dr. Ronzone	563-2062	dronzone@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Dr. Ronzone, Principal	dronzone@sbsdk12.org
	Lisa Do, Health Assistant	ldo@sbsdk12.org
	Hector Vega, head Custodian	
	Reeny Castellanos Teacher-In-Charge	mcastellanos@sbsdk12.org
	Becky Bailey, Grade 1 Team Leader	bbailey@sbsdk12.org
	Alison Throop, K Team Leader	athroop@sbsdk12.org
	Lovenneea Grade 2 Team Leader	lmarchetti@sbsdk12.org
	Diana Lopez, Grade 3 Team Leader	dilopez@sbsdk12.org
	Lani-Gregory Browne, Grade 5 Team leader	lgregorybrowne@sbroosvelt.org
	Barbara Barr, Grade 6 Team Leader	bbarr@sbroosvelt.org
Incidence Response Team	Name	e-mail
	Dr. Ronzone	dronzone @sbsdk12.org
	Lisa Do, Health Assistant	ldo@sbsdk12.org
	Hector Vega	
	Catherine Young, Office Manager	cyoung@sbsdk12.org
	Reeny Castellanos, Teacher	mcastellanos@sbsdk12.org
	Lovenneea Marchetti, Lower Grades	lmarchetti@sbsdk12.org
	Hortencia Garcia, Upper Grades	hgarcia@sbroosvelt.org
	Mary Kelly, Office Assistant	mkelly@sbsdk12.org
	Toni Abayan, Cafeteria Manager	tabayan@sbsdk12.org
Other:	Name	e-mail

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Roosevelt Elementary School

Date: 01/08/13

Code	Category	Title I	EIA	LEP	SIP	CBET*	PRBG	Total
1110	Teacher Salary		\$7,500.00					\$7,500.00
1120	Teacher Hourly		\$15,000.00	\$5,000.00				\$20,000.00
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary		\$30,000.00	\$12,000.00	\$5,000.00			\$47,000.00
2120	Inst. Aide Hourly		\$15,000.00					\$15,000.00
2410	Clerical Salary			\$3,000.00	\$1,000.00			\$4,000.00
2420	Clerical Hourly							\$0.00
3000	Benefits							\$0.00
	Sub total	\$0.00	\$67,500.00	\$20,000.00	\$6,000.00	\$0.00		\$93,500.00
4110	Textbooks							\$0.00
4310	Instructional Materials		\$6,000.00	\$2,200.00	\$1,500.00			\$9,700.00
4340	Computer Software & Supplies		\$5,000.00		\$2,500.00			\$7,500.00
4350	Office Supplies		\$500.00					\$500.00
4380	Misc. Supplies		\$500.00					\$500.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	Inservice Training							\$0.00
5900	Telephone							\$0.00
5810	Contracted Services							\$0.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$0.00	\$12,000.00	\$2,200.00	\$4,000.00	\$0.00		\$18,200.00
	TOTAL BUDGET	\$0.00	\$79,500.00	\$22,200.00	\$10,000.00	\$0.00		\$111,700.00

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