

# **BROOK KNOLL ELEMENTARY SCHOOL**

44-75432-6049936

CDS Code

Scotts Valley Unified School District

## **SINGLE SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

For the school year 2010-2011

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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The District Governing Board approved this School Plan on \_\_\_\_

## INTRODUCTION TO THE BROOK KNOLL ELEMENTARY SCHOOL SINGLE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This is the seventh year of monitoring of the Brook Knoll Elementary Single School Plan for Student Achievement. Brook Knoll Elementary School Staff and School Site Council wrote and monitored our first Single School Plan for Student Achievement (SSPSA) in 2002. The plan was in response to amended Education Code (effective January 2002), whereby schools operating programs funded through the Consolidated Application, are now required to develop a Single Plan for Student Achievement. Plan includes:

- Alignment of school goals for improving student achievement based on State test data.
- The means of evaluating progress towards those academic goals;
- The funding to improve the academic performance of all students as measured through API and AYP results.
- Implementation of state and federal requirements;
- The development, approval and annual review by the School Site Council, including proposed expenditures of funds;
- Single Plan for Student Achievement review and approval by the governing board.

### SCHOOL PROFILE

Brook Knoll Elementary School, home of the Brook Knoll Eagles, sits on a beautiful knoll surrounded by trees, with a peek of Monterey Bay. Our wonderful school community empowers nearly 600 kindergarten through fifth grade students to achieve high academic standards, grow socially, emotionally and physically, and to become competent, compassionate, and successful citizens. We are proud of our partnership with the community and our collective focus on education and continuous positive improvement and growth.

The Brook Knoll staff consists of one principal, 29 certificated staff members, one secretary, one school clerk, one food service person, one library clerk, and 3 reading/math assistance aides and yard supervisors. Our gifted teaching staff includes 23 Teachers, one full time and one part-time Resource Specialists, one Learning Handicapped Special Day Class Teacher, a part-time Reading and Math Intervention Teacher, a County Office of Education Severely Handicapped Special Day Class Teacher, one Speech and Language Specialist,

one part-time Adaptive PE Specialist, one part-time Occupational Therapist, one School Psychologist (two days per week), two part-time Music Instructors (funded through parent and community donations) three part time Art Teachers (funded through PTA and Community donations) and a part-time English Language Development (ELD) Teacher. We have been able to maintain and improve quality instructional programs through district support, donations from parents and community, and generous support from our PTA.

Academic support and early intervention is highly valued by students, staff, parents, and community. As a result of budget cuts at the state level, previously funded instructional aides were laid off. Brook Knoll, with our sister elementary school, Vine Hill is exploring alternative structures, schedules, and use of resources to meet the academic needs of all students. Through regular and frequent assessment, observation, collection of data, and flexible grouping for targeted intervention, teachers identify students needing individual and or small group instruction to increase achievement (both below and above grade level).

A Reading Assistance Program is provided to students in 1<sup>st</sup> through 5<sup>th</sup> grade needing support in developing reading skills. Three specially trained and instructional assistants and an Intervention Teacher provide specific, direct and targeted instruction for decoding, comprehension and fluency practice for students referred by teachers, parents, or the Student Study Team. We have implemented an early intervention program for first grade students struggling with phonemic awareness and code knowledge. Students were initially screened for skills in the spring of their Kindergarten year and then were re-assessed during the 2nd week of the 2010 school year. For students in 2nd through 5<sup>th</sup> grade, assistance to support math skills is provided to students targeted by assessment data as well as teacher and parent referral. Research based materials to increase skills and strategies, direct instruction and frequent assessments are used with students to increase achievement to standards in both Reading and Math Programs. Effectiveness of the programs is determined through pre-test, post-test information as well as student progress in class and on standardized tests. Pretest and post-test data are shared with parents and teachers. This program is funded through PTA and donation funds. The programs have been very successful in supporting reading and math growth and achievement.

Brook Knoll students perform very well on standardized assessments and on local common benchmark assessments, measuring achievement toward high standards in academics. Brook Knoll is pleased to have been named as a California Honor School for both 2007 and 2008. Students not meeting achievement targets are supported through flexible groupings with teachers, academic coaches and parents/volunteers, and PTA Intervention services. Special attention to scheduling is given to ensure that all students have access to Core Instruction and early intervention to avoid the need for remediation (Response to Intervention RtI). We offer a systematic early intervention program in our 2<sup>nd</sup>

grade classes where all students “Walk to Learn”. Assessment data is used to flexibly group students for re-teaching, intervention, and or extensions and challenge.

Collaboration is a foundation for working and teaching at Brook Knoll. Professional Development and Collaboration (PDC) time is provided each week supporting staff with time for structured collaborative work to improve professional practice to increase achievement for all students. The structure allows for district wide, site wide and grade level collaboration and focus. Teachers participate in grade level teams for focused study of specific student work, assessment data and directed instructional improvement strategies. Teachers are dedicated to focus on student work, student achievement toward the standards, data, curriculum, instructional strategies/activities, and school policies/concerns. The staff is collegial as well as congenial in working toward excellence for all students. This year we will also focus, work, and emphasize the use of technology to access data to inform instruction, create formative assessments to inform instructions and summative assessments for reporting progress. We are working closely with our Vine Hill colleagues to refine and define essential standards and common assessments in core areas.

We are proud of our high levels of parent participation and support. Brook Knoll reports record breaking hours contributed by our parents and community as volunteers. Volunteers in classrooms, in the office, library, life lab gardens, and school facilities help make our school successful, safe, and a joyous place for growing and learning. Homework is a routine and expected extension of school. Parents and staff work together to create an appropriate balance.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

### **1. Alignment of curriculum, instruction and materials to content and performance standards:**

- Instructional materials are aligned with the State Standards.
- Staff continuously reviews and refines assessments, instructional strategies and benchmark levels of performance to align with state content standards.
- A Standards Based Report Card was developed through collaboration of K-5 staff.
- Essential standards were identified and common benchmark assessments in History, Social Science, Language arts and Math were developed.

- Use technology (through Power School and Data Director web- based programs) to monitor student performance to guide instruction.
- Common formative and summative assessments are used to evaluate academic performance.

**2. Availability of standards-based instructional materials appropriate to all student groups:**

- All Math, Language Arts, History/Social Studies, and Science materials are State adopted and standards based.

**3. Alignment of staff development to standards, assessed student performance and professional needs:**

- Staff development for the 2009-2010 school year, during the first district-wide professional development included:
  - K-5 Articulation Related to Student Achievement, Instruction and Placement,
  - Student Data – Focus on Achievement, Instruction, and School Improvement, and Accessing Student Data with Technology to Improve Student Achievement.
  - Review and summary of the Accelerated Reader Program and goals for administration of the STAR reading test and goal setting were reviewed.
  - 2<sup>nd</sup>-5<sup>th</sup> grade students are assessed and individual goals are developed for improvement in reading comprehension.
  - Provide District wide Professional Development opportunities.
  - The Santa Cruz County Office of Education (SCCOE) and Monterey County Office of Education (MCOE) provide training.
  - Staff development opportunities at the district and site level which facilitate alignment of resources to content standards and performance standards include; two full day district-wide Professional Development and Collaboration Days (PDC) and weekly Professional Development and Collaboration (PDC) for professional collaboration for 1<sup>st</sup> through 5<sup>th</sup> grade

**4. Services provided by the regular program to enable under performing students to meet standards:**

- a. Early identification of students needing intervention in reading and math
- b. Re-teach and intervention strategies in the general education classroom (within the Core Program)
- c. Formative and summative assessments to guide instruction

- d. Modifications and/or accommodations to the curriculum in instructional delivery, class work, and in homework
- e. 1:1 and small group instruction within the classroom guided by teacher through teacher, academic coaches, and parent volunteers
- f. Varied instructional strategies for concept development
- g. Flexible ability grouping in some classes
- h. Alternative ways for students to demonstrate skills and knowledge
- i. High quality, credentialed teaching staff
- j. High quality, skilled instructional assistants
- k. An Kindergarten teacher providing reading support in the afternoon
- l. PTA funded Reading and Math Assistance Program for 1<sup>st</sup> – 5<sup>th</sup> graders
- m. Collaboration between Special Education staff and General Education staff
- n. Peer tutoring through trained 4<sup>th</sup> and 5<sup>th</sup> grade Leadership Group students

**5. Services provided by categorical funds to enable under performing students to meet standards:**

- EIA funds are the only categorical funds available to Brook Knoll. Our very generous PTA has supported our programs through monetary donations.
  - \$40,000 was donated for reading and math intervention.
  - \$16,000 was donated for music instruction.
  - \$23,000 was donated for Art Instruction
  - Computer Lab and Accelerated Reader through a donation of \$11,000,
  - Academic Coaches and Yard duty through a donation of \$40,000.
  - Academic Intervention Assistants use strategies to work with students not meeting grade level performance standards in reading, written language, and math.
  - Reading Assistance Programs providing support to students in grades 1<sup>st</sup> – 5<sup>th</sup>.
  - Math Assistance is provided to students in grades 2<sup>nd</sup> – 5<sup>th</sup> grades.

**6. Use of state and local assessments to modify instruction and improve student achievement:**

- Each year the results of the State STAR testing program (2009 California Standards Tests) are used to analyze performance and to identify areas of form improvement.
- Staff analyzes individual and grade level CST data.

- Report card data is compiled at the end of each trimester for individual classes, grade levels, to analyze performance.
- Staff is trained in the Power School online report card
- Common benchmark assessments (which assess performance on grade level content standards) are an integral part of the report card. Teachers use formative and summative data to inform and guide instruction.
- Grade level teachers use the grade level performance data to collaborate and share instructional strategies and resources.

**7. Number and percentage of teachers in academic areas experiencing low student performance:**

- All teachers have a targeted group of students who receive RTI tier II services specifically designed to meet their instructional need. Service may include differentiated, small group and or one to one instruction.

**8. Family, school, district and community resources available to assist these students:**

Family

- Volunteers are used to support both high and low achieving students to meet individual needs, styles and interests. These volunteers also give countless hours for site level support, materials preparation, teacher support, grounds improvements, library help, office help, recess help and life lab.
- Parents make financial and material contributions to the school and individual classrooms.
- Families support their children with homework and practice with skills.
- Families support prompt and regular attendance.
- Families send students to school "ready to learn" by striving to provide a healthy diet, adequate sleep and exercise and a safe physical/emotional home environment

School

- Professional Development and Collaboration time (PDC) is utilized weekly through a restructured work week to provide grade level and cross grade level teams to focus on student achievement through development and refinement of curriculum, planning, and examination of student work and achievement data.
- PTA provides each teacher with discretionary money that can be used by the teacher to provide resources to meet the needs of students.
- PTA provided \$130,000 to fund Reading and Math Intervention, Art instruction, Music instruction, Computer Lab, Accelerated Reader, Academic Coaches, and supplement Yard Duty.

- The School Site Council continues to monitor school climate and culture and achievement of all students and (general education, English Language Learners, Special Education, GATE, minority groups, gender, etc.) to ensure quality education and continual improvement.
- The Student Study Team provides resources, ideas, and strategies for both parents and teachers to support growth for students that are struggling or achieving below standards.
- The teachers use Response to Intervention (RtI) model to ensure quality Core instruction and early intervention.
- The Scotts Valley Education Foundation provides funds and support to all students in the Scotts Valley School District through a growing endowment fund and yearly allocation. Funds this year were used to support the district music program.

#### District

- The District provides staff development through two Staff Development days to provide training and articulation regarding student achievement, standards, and instructional materials and strategies.
- ELD (English Language Development) serves K-5 students at the site in oral language development and transitional reading/writing development. ELD is coordinated through our Director of Curriculum and Instruction.
- Special Education programs at the site: Resource Specialist Program, Learning Handicapped Special Day Class, Speech and Language, Adaptive PE, Occupational Therapy, Behavior Specialists, Special Education Instructional Aide Support.

#### Community

- Scotts Valley Educational Foundation (SVEF) makes financial contributions to the school/SVUSD each year. These funds are targeted to support instruction and student achievement through programs support, technology needs, etc.
- Donations from Safeway, Kiwanis Club, and the Scotts Valley Rotary, have been used to assist our students, increase safety, and communication.

### **9. School, district and community barriers to improvement in student achievement:**

- Funding (state and local) of programs and materials
- Limited access to after school support programs.

- Increased class sizes.
- Complacency

**10. Limitations of the current program to enable under performing students to meet standards:**

- Increased class size
- Limited instructional support.
- Limited space for targeted individual/small group instruction.
- Funding limitations due to state and local school budgets.

**11. School, district and community resources that provide a whole – child school environment that goes beyond the standards-based curriculum and addresses the individual needs of each and every child:**

- PTA funded music and art programs
- Educational Field trips funded by PTA
- Educational Enrichment activities sponsored by PTA
- PTA sponsored community building events
- School wide volunteers
- PTA funded Reading/Math assistance teacher
- PTA funded yard supervision
- PTA funded Computer lab technician

**School Climate and Culture:**

We continue to foster positive/strong school climate, culture, and safety by addressing needs as measured by Parent, Teacher, and Student Surveys.

Progress toward goals for 2010-2011 includes:

- We will continue to support access to the library for the purpose of promoting literacy and student achievement.
  - Extension and training of Accelerated Reader Program. Students and Parents have access at home.
- We will continue to support access to the library and computer lab to provide a safe environment for students wanting or needing an alternative activity. The Library and Computer Lab were open during recess and lunch as a quiet, alternative activity for students.
- To support the Student Leadership Team:
  - All of the Student Leadership Team received training and support for delivery of Conflict Resolution/Conflict Management. Their presence on the playground supported positive resolution on problems.

- School Spirit – Weekly spirit counts and special theme days and weekly announcements promoted school spirit.
- Recycling Program. Recycle monitors trained classrooms and monitored lunch time recycling efforts
- Peer Tutoring – All Leadership Team members were trained in peer tutoring techniques, etiquette, and processes. Students were assigned to classrooms when teachers requested assistance.
- School Service
- ◆ We continued with the ACARE themes through:
  - Classroom instruction, meetings, etc.
  - Quarterly theme assemblies
  - Coordination with the Student Leadership Team
  - Student recognition (Eagle Awards for monthly themes, BEAK and VIP awards)

# Brook Knoll Elementary

## Student Achievement Data

### 2010 Accountability Progress Report

- **State Accountability Data**
  - **California Standards Tests (CST)**
    - **English Language Arts (2<sup>nd</sup>-5<sup>th</sup>)**
    - **Mathematics (2<sup>nd</sup>-5<sup>th</sup>)**
    - **Science (5<sup>th</sup>)**
  - **Academic Performance Index Scores 2006-2010**
  
- **Federal Accountability Reports – Adequate Yearly Progress (AYP) Participation Rates/Percent Proficient for English-Language Arts and Mathematics**

Student Achievement Data  
California Standards Test (CST)  
Brook Knoll Elementary

**CST English/Language Arts**

	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th	5th	5th	5th
% Advanced	26%	20%	49%	32%	39%	35%	60%	54%	65%	39%	49%	45%			
% Proficient	46%	41%	28%	37%	46%	43%	25%	30%	28%	43%	32%	37%			
% Basic	25%	27%	21%	26%	10%	22%	11%	13%	7%	16%	17%	17%			
% Below Basic	2%	8%	1%	4%	4%	0%	1%	1%	0%	2%	1%	1%			
% Far Below	1%	4%	0%	0%	0%	0%	4%	2%	0%	1%	2%	0%			
% Adv & Prof	72%	61%	77%	69%	85%	78%	85%	94%	93%	82%	81%	82%			
% Basic & Below	28%	39%	22%	30%	14%	22%	16%	16%	7%	19%	20%	18%			

**CST Mathematics**

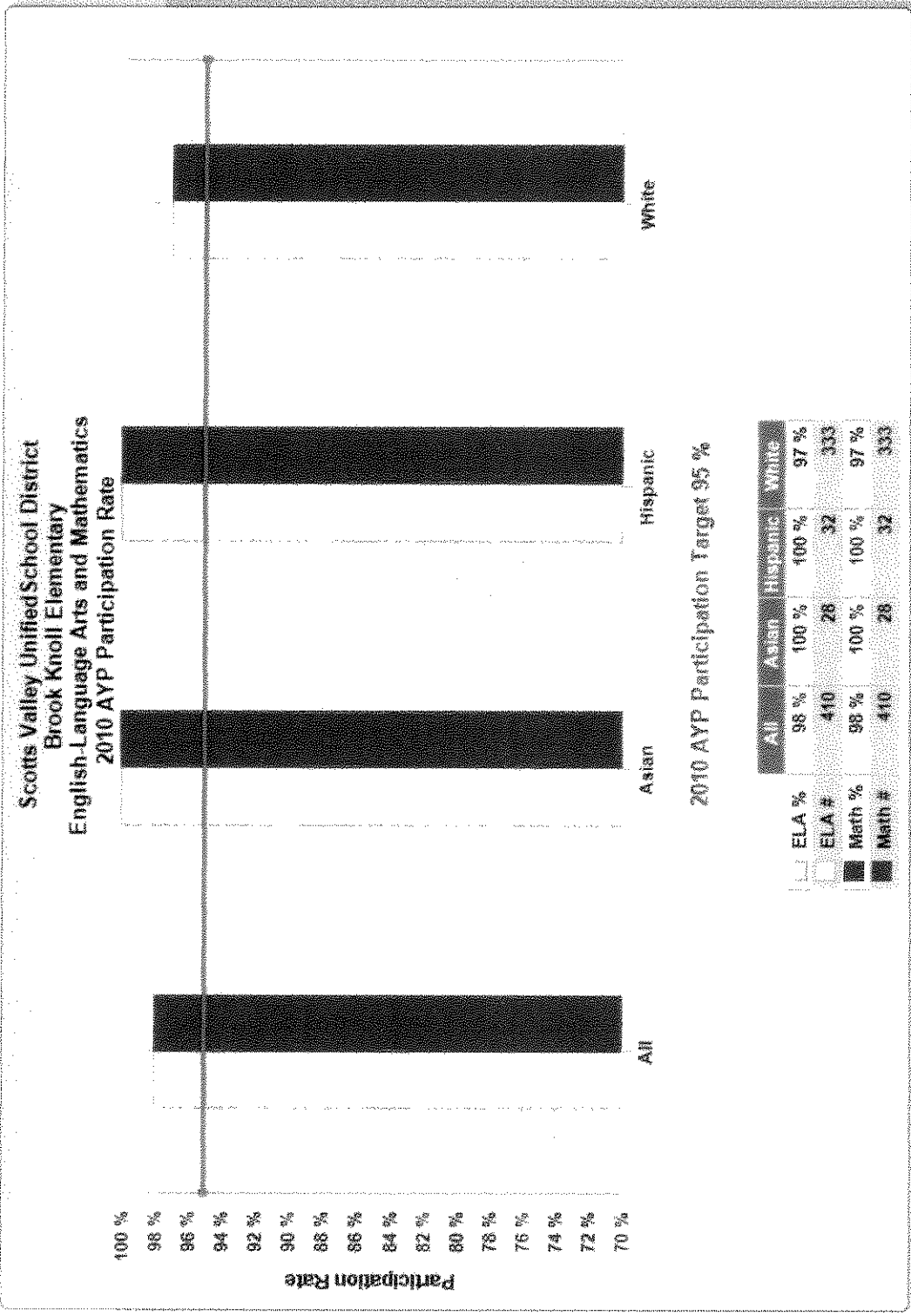
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th	5th	5th	5th
% Advanced	39%	42%	66%	56%	79%	72%	52%	52%	66%	39%	38%	39%			
% Proficient	47%	35%	23%	34%	13%	23%	31%	26%	24%	34%	32%	35%			
% Basic	10%	20%	11%	10%	4%	4%	12%	16%	7%	23%	18%	19%			
% Below Basic	3%	3%	0%	0%	3%	1%	4%	5%	3%	3%	10%	7%			
% Far Below	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	2%	0%			
% Adv & Prof	86%	77%	89%	90%	92%	95%	95%	78%	90%	73%	70%	74%			
% Basic & Below	13%	23%	11%	10%	7%	5%	5%	22%	10%	27%	30%	26%			

**CST Science**

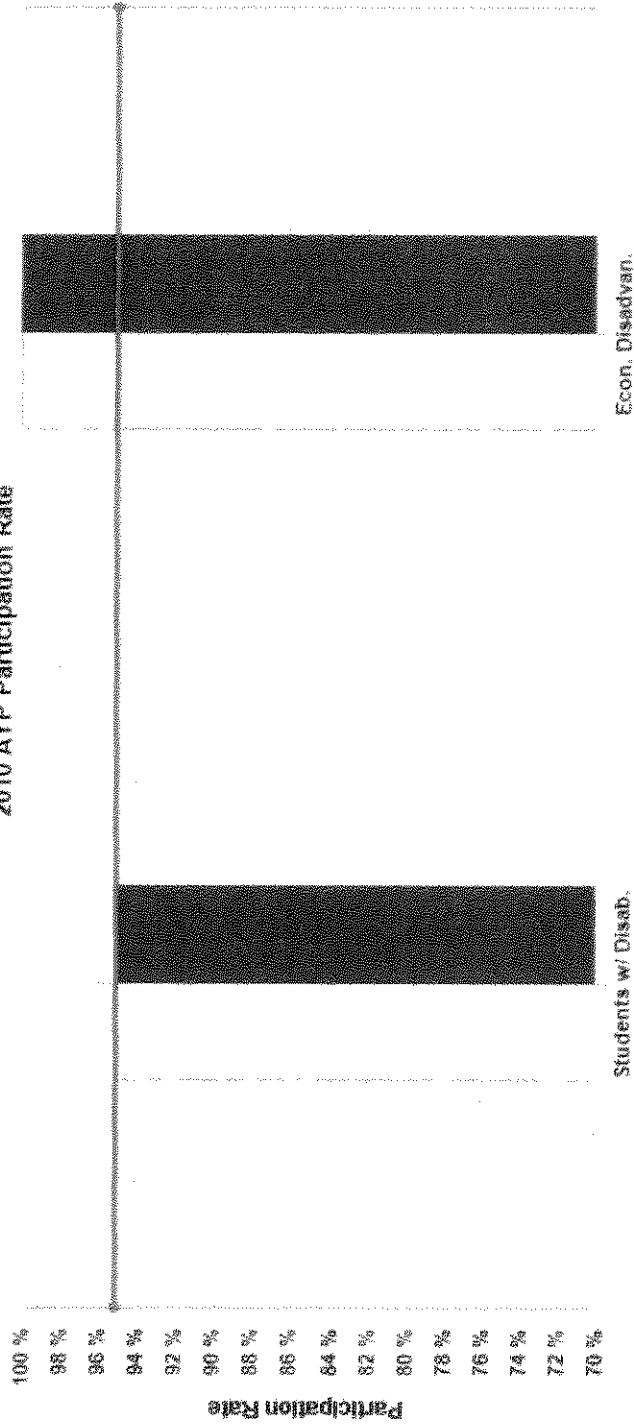
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th
% Advanced										25%	29%	36%			
% Proficient										54%	49%	42%			
% Basic										18%	18%	19%			
% Below Basic										3%	4%	3%			
% Far Below										0%	0%	0%			
% Adv & Prof										79%	78%	78%			
% Basic & Below										21%	22%	22%			

**Brook Knoll Academic Index Scores (API)**  
**2006-2010**

<b>2006</b>	<b>906</b>
<b>2007</b>	<b>907</b>
<b>2008</b>	<b>905</b>
<b>2009</b>	<b>893</b>
<b>2010</b>	<b>924</b>



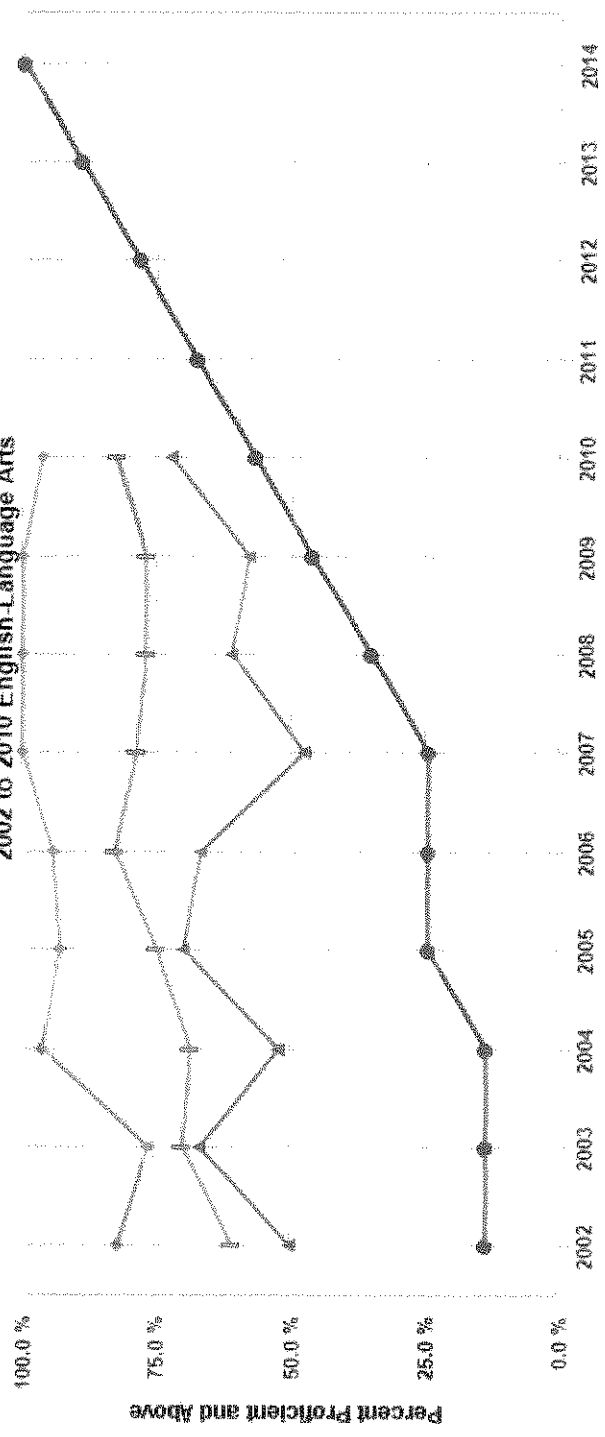
Scotts Valley Unified School District  
 Brook Knoll Elementary  
 English-Language Arts and Mathematics  
 2010 AYP Participation Rate



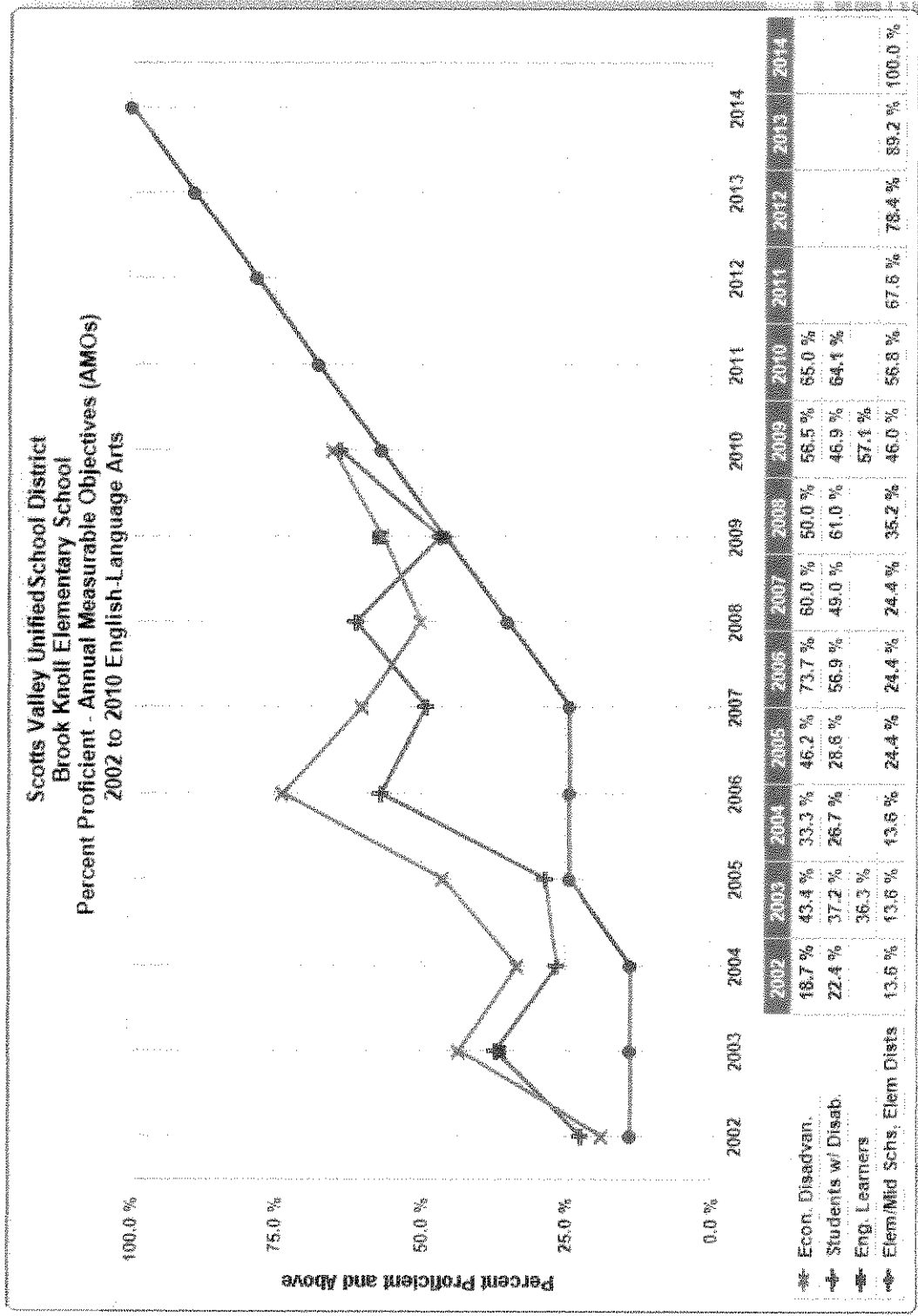
2010 AYP Participation Target 95 %

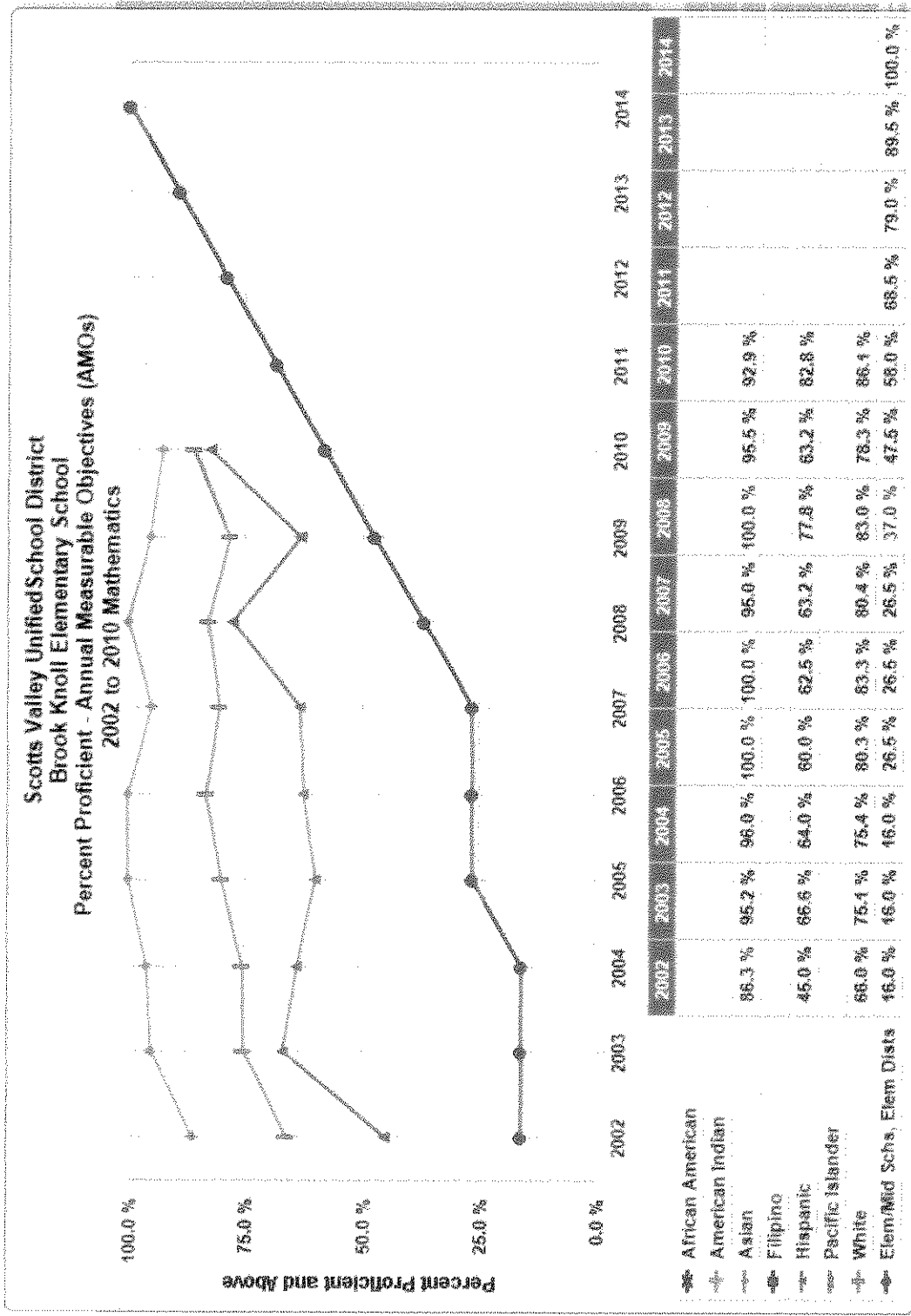
	Students w/ Disab.	Econ. Disadv.
ELA %	95 %	100 %
ELA #	67	44
Math %	95 %	100 %
Math #	67	44

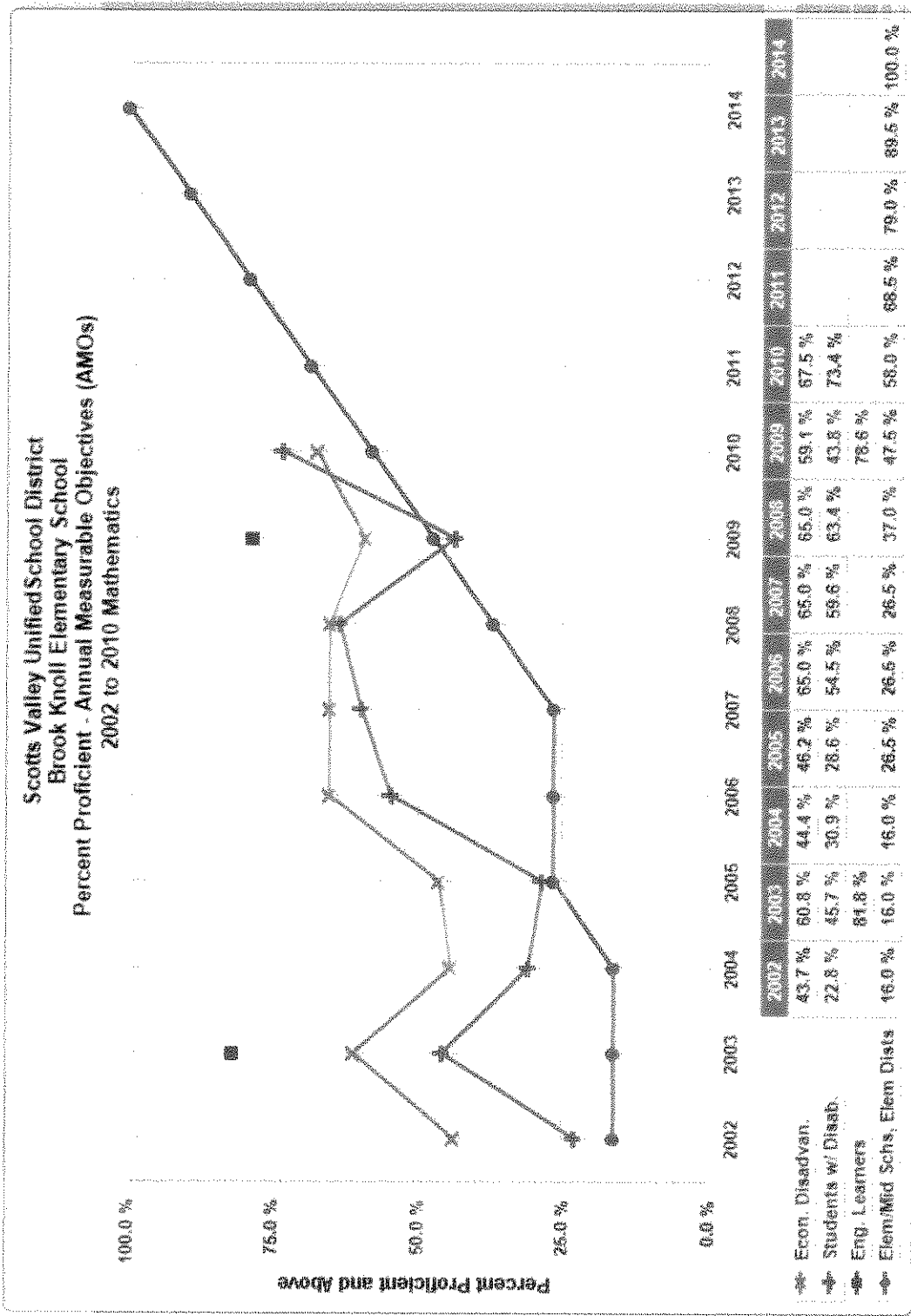
Scotts Valley Unified School District  
 Brook Knoll Elementary School  
 Percent Proficient - Annual Measurable Objectives (AMOs)  
 2002 to 2010 English-Language Arts



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American													
American Indian													
Asian	81.8 %	76.1 %	96.0 %	92.9 %	94.4 %	100.0 %	100.0 %	100.0 %	100.0 %	96.4 %			
Filipino													
Hispanic	50.0 %	66.6 %	52.0 %	70.0 %	66.7 %	47.4 %	61.1 %	57.9 %	72.4 %				
Pacific Islander													
White	60.7 %	69.9 %	68.3 %	74.9 %	82.6 %	78.7 %	76.8 %	76.8 %	82.8 %				
Elem/Mid Schs, Elem Dists	13.6 %	13.6 %	24.4 %	24.4 %	24.4 %	24.4 %	35.2 %	46.0 %	56.8 %	67.6 %	76.4 %	89.2 %	100.0 %







**Proposed Goals**  
**Brook Knoll Elementary**  
**Single School Plan for Student Achievement**  
**2010-2011**

The Brook Knoll staff, in collaboration and consultation with the Brook Knoll School Site Council, has developed the following goals for Student Achievement based on multiple measures. Data from the Spring 2010 California Standards Tests (CSTs), report card data, benchmark assessments and other assessments were analyzed and studied to formulate these goals for each grade level and articulated school wide.

## Single Plan for Student Achievement 2010-2011 Brook Knoll School Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

<p><b>School Goal #1</b>  <b>To exceed the State, Academic Yearly Progress (AYP) requirements in the area of English Language Arts across all grade levels and subgroups as demonstrated through the California State Testing AYP results.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p>	<p><b>Anticipated annual performance growth for each group:</b></p>
<p>Grade levels 2-5 will participate in this goal.</p>	<p>Proficiency rates will exceed the minimum state requirement of 67.6% for the 10/11 school year in the area of English Language Arts with the intent of meeting and or exceeding the 11/12 school year requirement of 78.4% and the 89.2% requirement for the 12/13 school year.</p>
<p>All school subgroups will participate in this goal regardless of their identification as a significant or non-significant subgroup.</p>	<p>2<sup>nd</sup> grade 80+%          3<sup>rd</sup> grade 80+%          4<sup>th</sup> grade 80+%          5<sup>th</sup> grade 90+%</p>

Means of evaluating progress toward this goal: Student progress will be tracked using District Benchmark, classroom based assessments and CST results.	Evidence to measure academic gains: State testing and AYP results.			
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Teachers and administrator will use district and classroom based Language Arts assessments to monitor student learning and make adjustments to programs and instructional strategies, to meet the needs of all students. English language development Support for Second Language Learners.	Teacher Principal Students EL teachers	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies	Economic Impact Aid (EIA) \$17,504
Using the Response to Intervention (RTI) approach, students in need of TIER II instruction will be identified for ELA instruction. EL support for Grades 4-5 We will integrate Tier II Challenge studies for students who are advanced in the area of Language Arts.	Principal Teachers Students EL teachers	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration	English Language Acquisition Program (ELAP) \$473
Teachers will collaborate and document assessments used to determine need, how those needs are being addressed, follow up assessments to review growth, and next steps. Universal/differentiated instructional strategies	Teachers Principal District	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration	
The Assessment data gathered in this process will be used to guide instruction and Data talks across grade levels.	Teachers Principal District	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration	

## Single Plan for Student Achievement 2010-2011 Brook Knoll School Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

**School Goal #2**

**To exceed the State, Academic Yearly Progress (AYP) requirements in the area of Mathematics across all grade levels and subgroups as demonstrated through the California State Testing AYP results.**

**Student groups and grade levels to participate in this goal:**

**Grade levels 2-5 will participate in this goal.**

**All school subgroups will participate in this goal regardless of their identification as a significant or non-significant subgroup.**

**Anticipated annual performance growth for each group:**

**Proficiency rates will exceed the minimum state requirement of 68.5% for the 10/11 school year in the area of Mathematics with the intent of exceeding the 11/12 school year requirement of 79% and the 89.5% requirement for the 12/13 school year.**

- 2<sup>nd</sup> grade 90+%**
- 3<sup>rd</sup> grade 90+%**
- 4<sup>th</sup> grade 90+%**
- 5<sup>th</sup> grade 90+%**

Means of evaluating progress toward this goal: Student progress will be tracked using District Benchmark, classroom based assessments and CST results.	Evidence to measure academic gains: State testing and AYP results.			
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Teachers and administrator will use district and classroom based Mathematics assessments to monitor student learning and make adjustments to programs and instructional strategies, to meet the needs of all students through the use of the newly adopted math curriculum and support programs.	Teacher Principal Students	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies	
Using the Response to Intervention (RTI) approach, students in need of TIER II instruction will be identified for Math instruction.  We will integrate Tier II Challenge studies for students who are advanced in the area of Mathematics.	Principal Teachers Students	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies	
Teachers will collaborate and document assessments used to determine need, how those needs are being addressed, follow up assessments to review growth, and next steps. Core instruction and Universal access/differentiated instructional strategies will be utilized in this process. Summer Math Intervention 4/5.	Teachers Principal District ESY Teachers	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies	Title I, Part A \$4,860
The Assessment data gathered in this process will be used to guide instruction and Data talks across grade levels. Math development (Data, Algebraic thinking, Math training.	Teachers Principal District	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration	Title II, Part A \$10,750

## **Single Plan for Student Achievement 2010-2011 Brook Knoll School Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

<p><b>School Goal #3</b> Continued growth towards Grade level standard requirements in the area of English Language Arts and Mathematics as demonstrated through the California State Testing AYP special education subgroup results.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grade levels 2-5 will participate in this goal.</p> <p>Special Education students will participate in this goal.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>All special education students will make progress towards meeting the minimum state requirement of 67.6% for the 10/11 school year in the area of English Language Arts and 68.5% for the 10/11 school year in the area of Mathematics</p>

Means of evaluating progress toward this goal: Student progress will be tracked using District Benchmark data, classroom based assessments, special education assessments. IEP	Evidence to measure academic gains: State testing and AYP results.			
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Teachers and administrator will use district and classroom based Language Arts assessments to monitor student learning and make adjustments to programs and instructional strategies, to meet the needs of all students.	Teacher Principal Students	Collaboration Staff development Data Talks IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies RTI	
Using the Response to Intervention (RTI) approach, students in need of TIER II and Tier III instruction will be identified for ELA and Math instruction.	Principal Teachers Students	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies RTI	
Teachers will collaborate and document assessments used to determine need, how those needs are being addressed, follow up assessments to review growth, and next steps. Universal/differentiated instructional strategies will be utilized in the general ed. Classroom.	Teachers Principal District	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration Instructional Strategies	
The Assessment data gathered in this process will be used to guide instruction and Data talks across grade levels.	Teachers Principal District	Collaboration Staff development Data Talks SST's IEP's ILP's	Analyzing Data/data talks Response to Intervention Professional Learning Community Collaboration RTI	

BUDGET  
CATEGORICAL FUNDS ALLOCATED TO BROOK KNOLL ELEMENTARY  
2010-2011

**Categorical Allocations**

EIA – English Learner Program (7091)	17,297.00
ELA – English Language Acquisition Program (6286)	473.00
Title II –Teacher and Principal Training and Recruiting	10,750.00

**PTA Support to Fund Programs** \$130,000.00

**TOTAL WORKING BUDGET** **\$158,520.00**

**Expenditure Projections 2010-2011**

**PTA Funded**

Academic Coaches for Targeted Intervention	30,000.00
Yard Supervision	10,000.00
Reading/Math Interventions Teacher & Aides	40,000.00
Computer Lab/Accelerated Reader	11,000.00
Art Instruction	23,000.00
Music Instruction	16,000.00

**Categorical Funded**

English Language Development Teacher	17,297.00
English Language Acquisition – Supplemental Materials	473.00
Title II – Principal/Teacher Training	10,750.00

*(Marzano Training, GLAD Training, Essential Standards, Site Technology Leaders)*

**Total Projected Program Expenditures** **\$158,520.00**

Form C: Programs Included in this Plan

Brook Knoll Elementary

Check the box for each state and federal categorical program in which the school participates and if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

State Programs	Allocation	Resource
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.		
<input type="checkbox"/> Economic Impact Aid / State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.		7090
<input checked="" type="checkbox"/> Economic Impact Aid / English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	\$17,504	7091
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.		
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.		7393
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.		7271
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.		7390
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.		7395
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.		6405
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.		6660/6670
<input checked="" type="checkbox"/> English Language Acquisition Program Purpose: To support English acquisition for English Learners Gr 4-8	\$473	
Total amount of state categorical funds allocated to this school	\$17,977	

School Site Plan 10-11  
Brook Knoll

Activity	GOALS				Categorical Funding				Details	Function
	Goal #1 Language Arts	Goal #2 Special Education	Goal #3 Math	TITLE I	Title II	English Language Acquisition	Economic Impact Aid			
Small group instruction- English Language Development	X	X					X	30 hours per week of instruction / instructional support	Instruction	
Supplemental materials / support for academic vocabulary	X	X				X		Instructional supplies	Instruction	
Oral translation for parents	X	X	X				X	Provide translations for conferences & IEP's	Parent Participation	
Training in using new mathematics adoption			X		X			Registration & substitute teacher to cover class during training	Instructional Supervision	
Mathematics instruction Summer Institute		X	X	X				Small group instruction in mathematics	Instruction	
Staff Development - Using Data Director to Guide Instruction	X	X	X		X			Substitute teacher to cover class during training	Instructional Supervision	
Staff Development - Using Data to Guide Instruction	X	X	X		X			Substitute Teacher to cover class during data talks	Instructional Supervision	
COE sponsored workshops	X	X	X					Algebraic thinking, Explicit & Effective Instruction (Substitute teacher to cover class)	Instructional Supervision	
Training in Science Essential Standards					X			Release time for teachers to develop Science Essential Standards	Instructional Supervision	

## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school, by the School Site Council. The current make-up of the council (2010-2011) is as follows:

Names of Members	Principal	Classroom Teacher	Other Staff	Parent or Com- munity Member	Secondary Student
Jennifer Gandrup				X	
Rachael Yanez				X	
Jaime Budding				X	
Melanie Nazareth				X	
Janet Hendricks				X	
Jeannine Anderson		X			
Linda Rugg		X			
Krista Patterson		X			
Sandra Torrez		X			
Phillip Menchaca	X				
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>N/A</b>

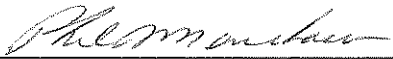
*At elementary schools, the School Site Council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents and students. Teachers and other school personnel, parents, and (at secondary schools) students select representatives to the council (Education Code 52012).*

## RECOMMENDATIONS AND ASSURANCES

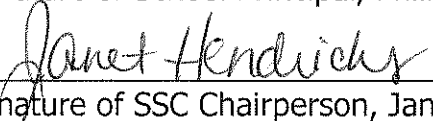
The School Site Council recommends this School Plan and its related expenditures to the District Governing Board for approval, and assures the Board of the following:

1. The Brook Knoll School Site Council is correctly constituted, and was formed in accordance with District Governing Board policy and state law.
2. The Brook Knoll School Site council reviewed its responsibilities under state law and district Governing Board Policies.
3. This Single School Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed are aligned with the goals to improve student performance.
4. This Single School Plan for Student Achievement was adopted by the Brook Knoll School Site Council on Nov. 28, 2010.

Attested:

  
Signature of School Principal, Phillip Menchaca

2/3/11  
Date

  
Signature of SSC Chairperson, Janet Hendricks

2/3/11  
Date