



BROOK KNOLL ELEMENTARY SCHOOL

44-75432-6049936

CDS Code

Scotts Valley Unified School District

SINGLE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For the school year 2011-2012

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 1/24/12

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

This is the ninth 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 5 reading/math assistance aides and yard supervisors. Our gifted teaching staff includes 23 Teachers, one full time and Resource Specialists, one Preschool and Kindergarten SDC teacher and one Learning Handicapped Special Day Class Teacher, five part time Reading and Math Intervention Teachers, 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 1st through 5th grade needing support in developing reading skills. Intervention Teachers 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 intervention program for first grade students struggling with phonemic awareness and code knowledge. Students were initially screened during the 2nd week of the 2011 school year. For students in 1st through 5th grade, assistance to support math and reading skills is provided to students targeted through 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 2nd 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 have been identified and District benchmark assessments have been developed for English Language Arts, Math Science and History Social Science.
- 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, assess student performance and professional needs:

- Staff development for the 2010-2011 school year,
 - 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.

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. Am Kindergarten teacher providing reading support in the afternoon
- l. PTA funded Reading and Math Assistance Program for 1st – 5th graders
- m. Collaboration between Special Education staff and General Education staff
- n. Peer tutoring through trained 4th and 5th grade Leadership Group students

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

- Economic Impact Aid (EIA) and Title II professional development funds are the only categorical funds available to Brook Knoll.

12,081 EIA to provides English Language development instruction to identified English Language Learners.

11,842 Title II supports professional development for teacher participation in the Silicon Valley Math Initiative, New teacher program, and teacher participation in collaborative of scoring and norming of district writing assessments.

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

- Each year the results of the State STAR testing program (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, 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 and library.

District

- ELD (English Language Development) serves identified K-5 English learners at the site with direct supplemental instruction in listening, speaking, reading and writing. 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, preschool, Kinder and 1st -5th SDC programs, Special Education Instructional Aide Support.

Community

- 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 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
- 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 funds augment district allocation for 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 2011-2012 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.
- 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

2011 Accountability Progress Report

- **State Accountability Data**
 - **California Standards Tests (CST)**
 - 📖 **English Language Arts (2nd - 5th)**
 - 📖 **Mathematics (2nd - 5th)**
 - 📖 **Science (5th)**
 - **Academic Performance Index Scores 2007-2011**

- **Federal Accountability Reports – Adequate Yearly Progress (AYP) Participation Rates/Percent Proficient for English-Language Arts and Mathematics**

CST English/Language Arts

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th
% Advanced	20%	49%	42%	39%	35%	45%	54%	65%	59%	49%	45%	56%
% Proficient	41%	28%	36%	46%	43%	32%	30%	28%	21%	32%	37%	25%
% Basic	27%	21%	16%	10%	22%	22%	13%	7%	16%	17%	17%	14%
% Below Basic	8%	1%	4%	4%	0%	1%	1%	0%	1%	1%	1%	4%
% Far Below	4%	0%	2%	0%	0%	0%	2%	0%	3%	2%	0%	1%
% Adv & Prof	61%	77%	78%	85%	78%	77%	94%	93%	80%	81%	82%	81%
% Basic & Below	39%	22%	22%	14%	22%	23%	16%	7%	20%	20%	18%	19%

CST Mathematics

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th
% Advanced	42%	66%	63%	79%	72%	71%	52%	66%	77%	38%	39%	53%
% Proficient	35%	23%	21%	13%	23%	25%	26%	24%	13%	32%	35%	23%
% Basic	20%	11%	5%	4%	4%	4%	16%	7%	6%	18%	19%	12%
% Below Basic	3%	0%	7%	3%	1%	0%	5%	3%	3%	10%	7%	8%
% Far Below	0%	0%	3%	0%	0%	0%	1%	0%	2%	2%	0%	4%
% Adv & Prof	77%	89%	84%	92%	95%	96%	78%	90%	90%	70%	74%	76%
% Basic & Below	23%	11%	15%	7%	5%	4%	22%	10%	11%	30%	26%	24%

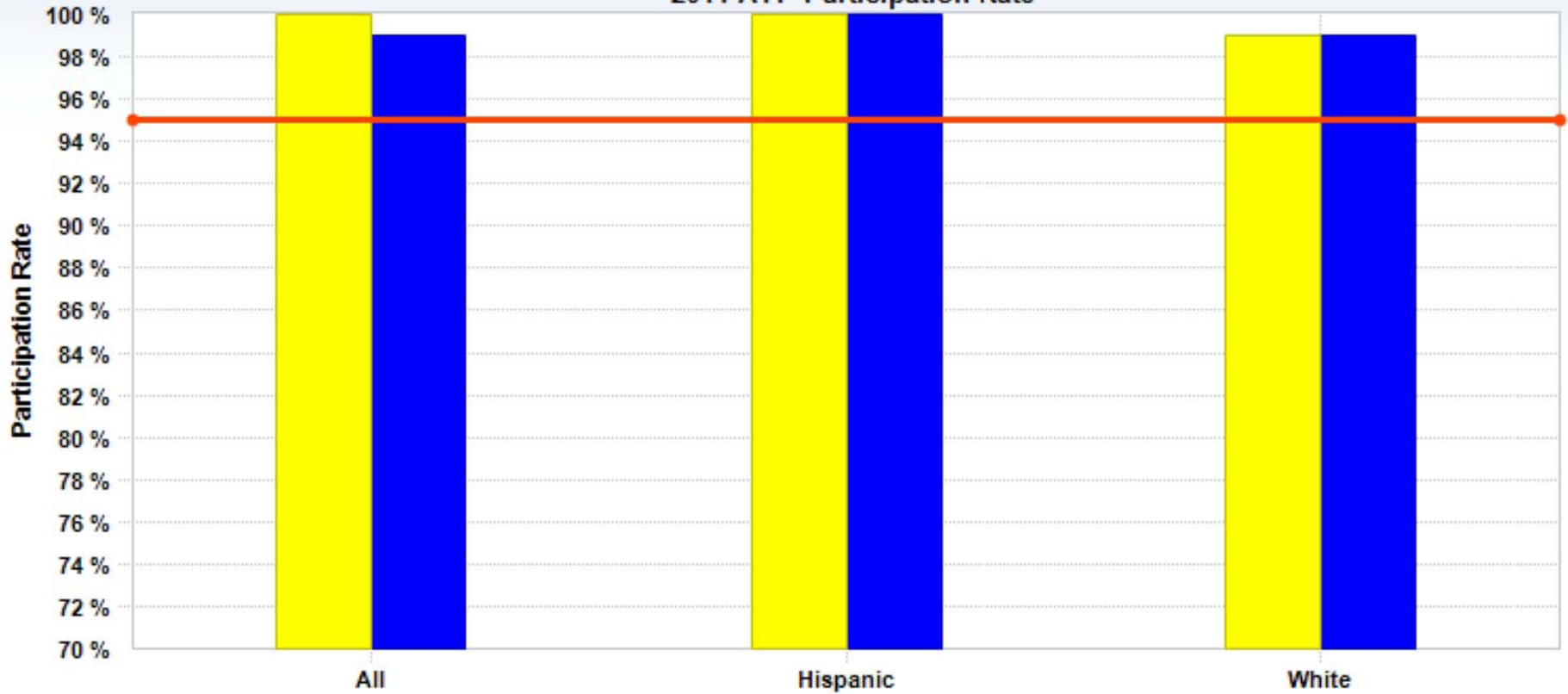
CST Science

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
										5th	5th	5th
% Advanced										29%	36%	34%
% Proficient										49%	42%	47%
% Basic										18%	19%	15%
% Below Basic										4%	3%	2%
% Far Below										0%	0%	2%
% Adv & Prof										78%	78%	81%
% Basic & Below										22%	22%	19%

**Brook Knoll Academic Index Scores (API)
2007-2011**

2007	907
2008	905
2009	893
2010	924
2011	919

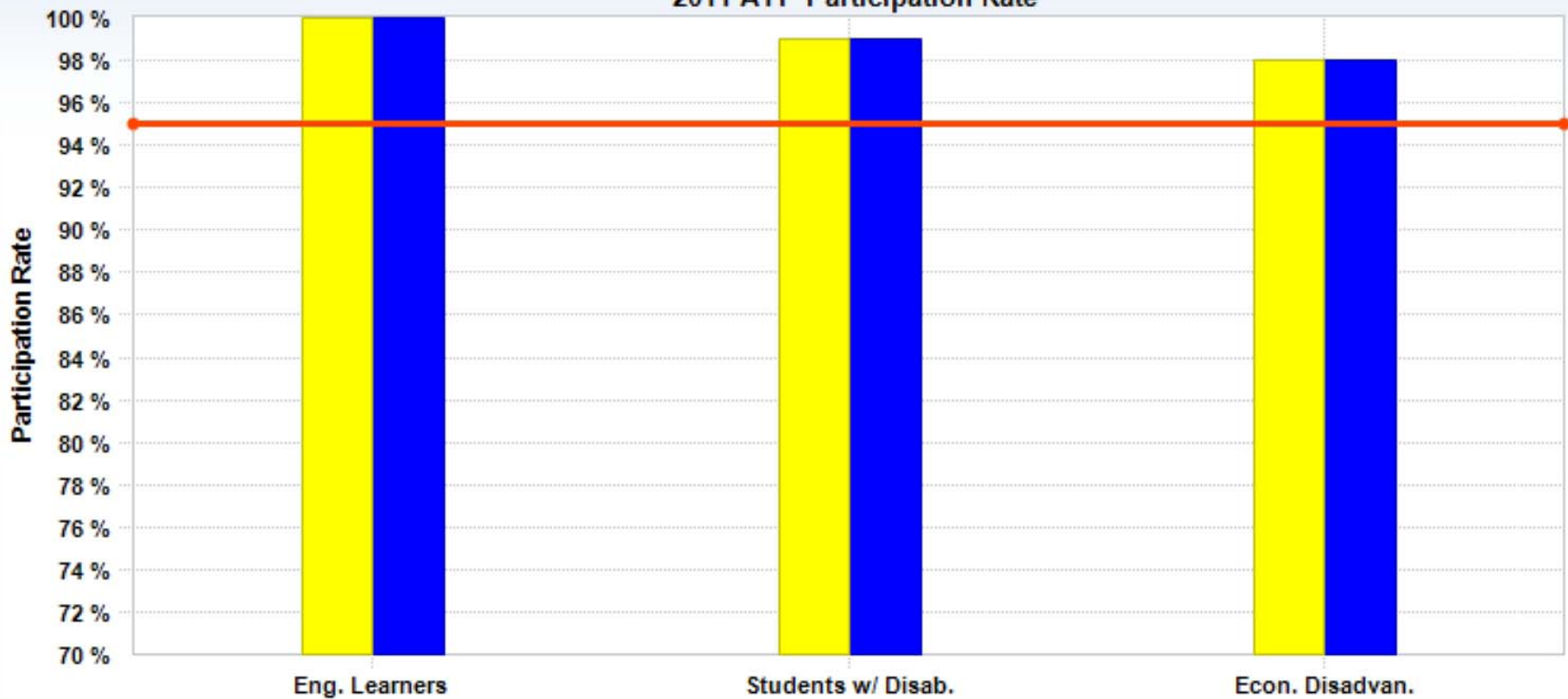
Scotts Valley Unified School District
 Brook Knoll Elementary
 English-Language Arts and Mathematics
 2011 AYP Participation Rate



2011 AYP Participation Target 95 %

	All	Hispanic	White
ELA %	100 %	100 %	99 %
ELA #	416	43	296
Math %	99 %	100 %	99 %
Math #	415	43	295

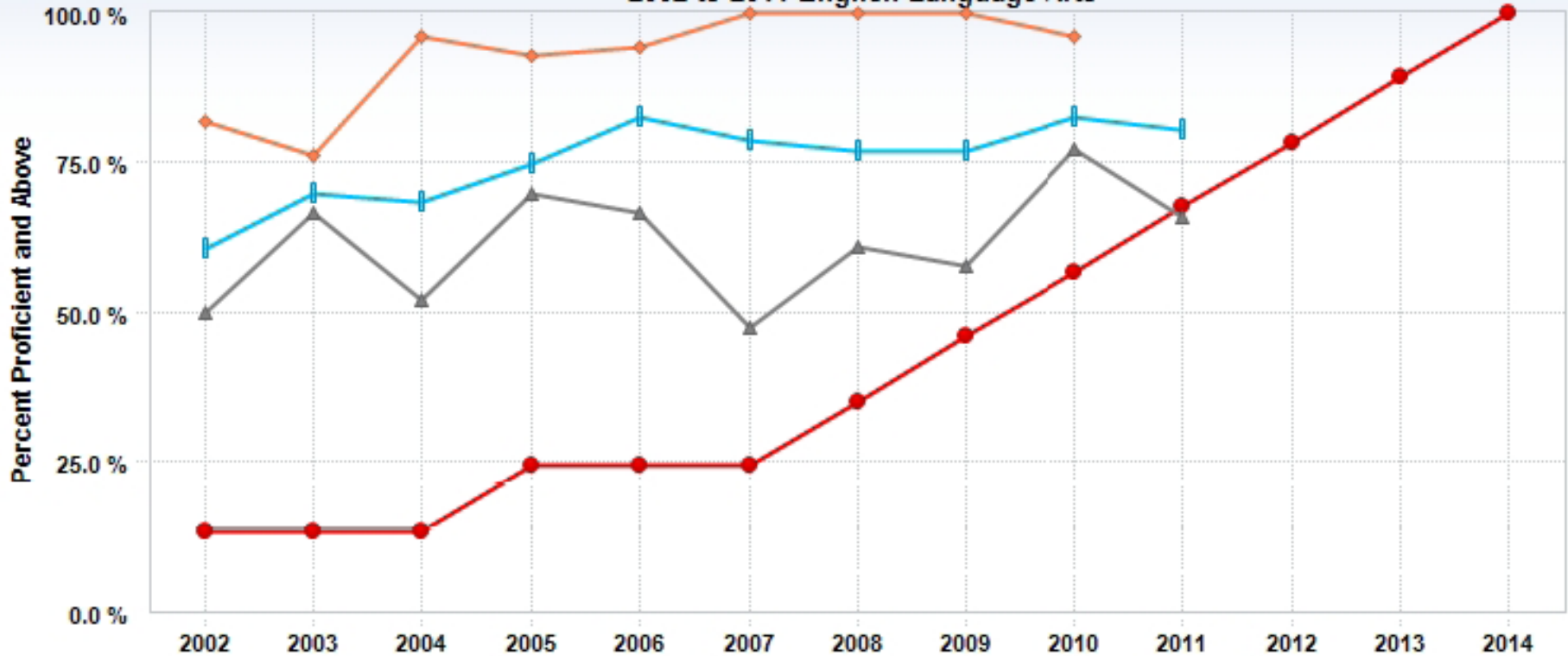
Scotts Valley Unified School District
 Brook Knoll Elementary
 English-Language Arts and Mathematics
 2011 AYP Participation Rate



2011 AYP Participation Target 95 %

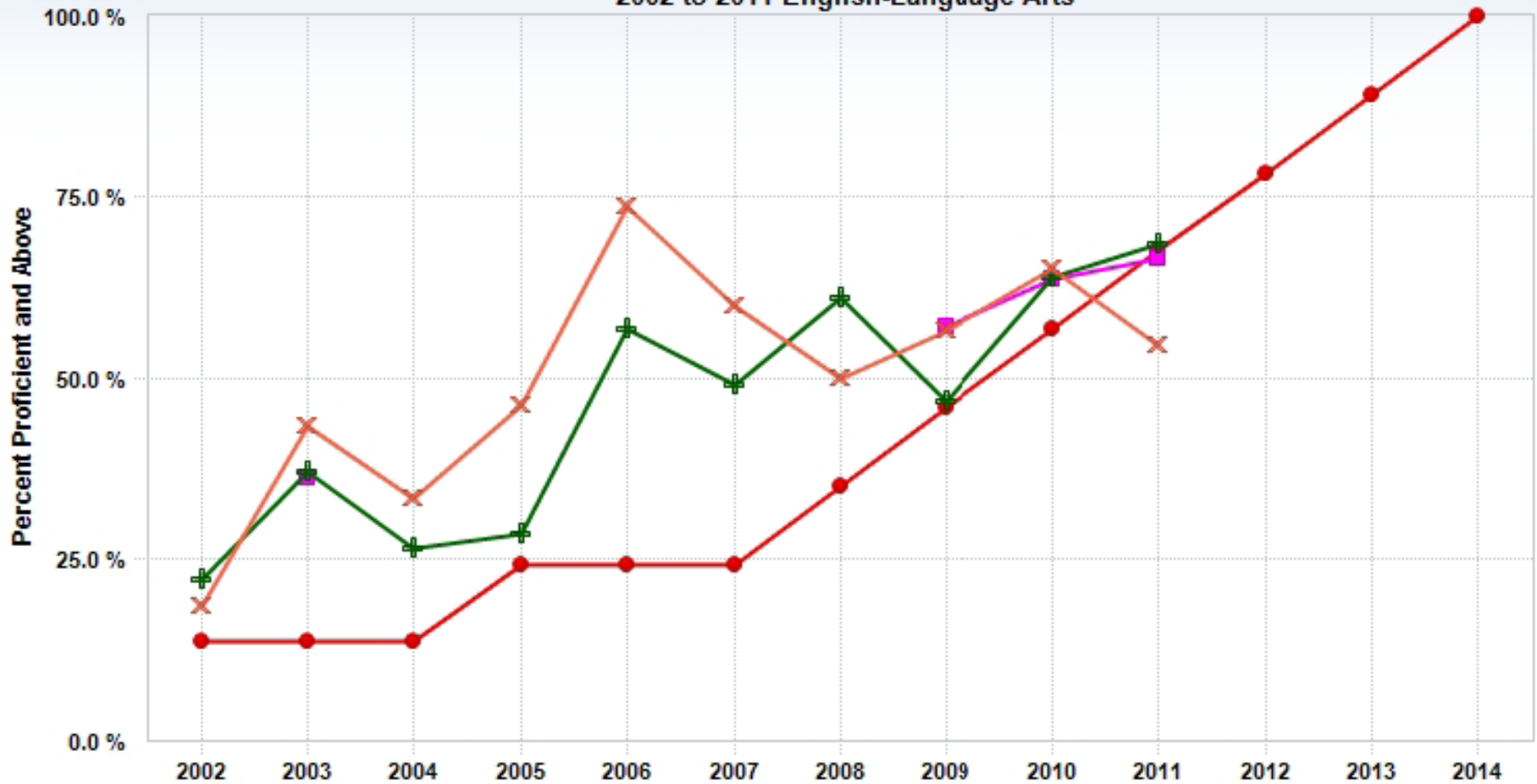
	Eng. Learners	Students w/ Disab.	Econ. Disadvan.
ELA %	100 %	99 %	98 %
ELA #	12	69	44
Math %	100 %	99 %	98 %
Math #	12	69	44

**Scotts Valley Unified School District
 Brook Knoll Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2011 English-Language Arts**



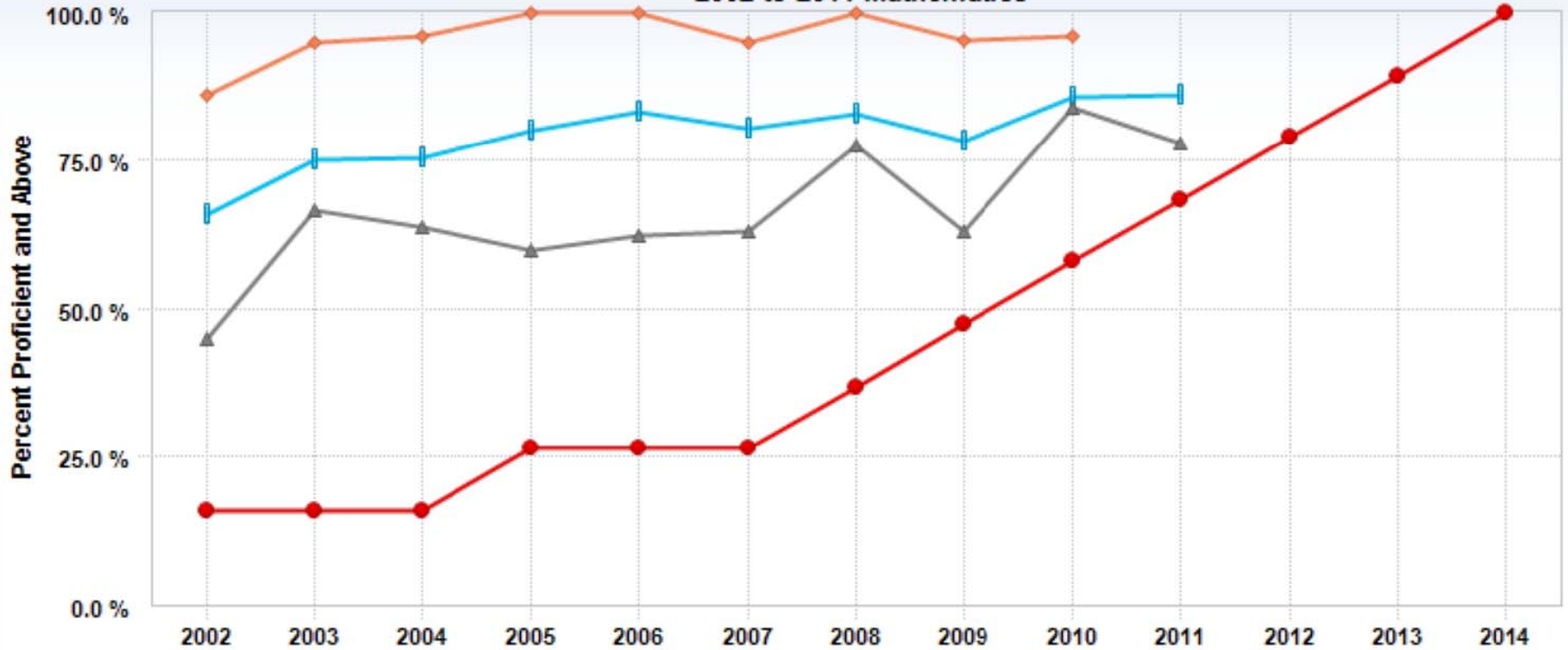
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
✳ African American													
✚ American Indian													
✚ Asian	81.8 %	76.1 %	96.0 %	92.9 %	94.4 %	100.0 %	100.0 %	100.0 %	96.0 %				
✚ Filipino													
✚ Hispanic	50.0 %	66.6 %	52.0 %	70.0 %	66.7 %	47.4 %	61.1 %	57.9 %	77.3 %	65.9 %			
✚ Pacific Islander													
✚ White	60.7 %	69.9 %	68.3 %	74.9 %	82.6 %	78.7 %	76.8 %	76.8 %	82.8 %	80.4 %			
✚ Elem/Mid Schs, Elem Dists	13.6 %	13.6 %	13.6 %	24.4 %	24.4 %	24.4 %	35.2 %	46.0 %	56.8 %	67.6 %	78.4 %	89.2 %	100.0 %

**Scotts Valley Unified School District
 Brook Knoll Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2011 English-Language Arts**



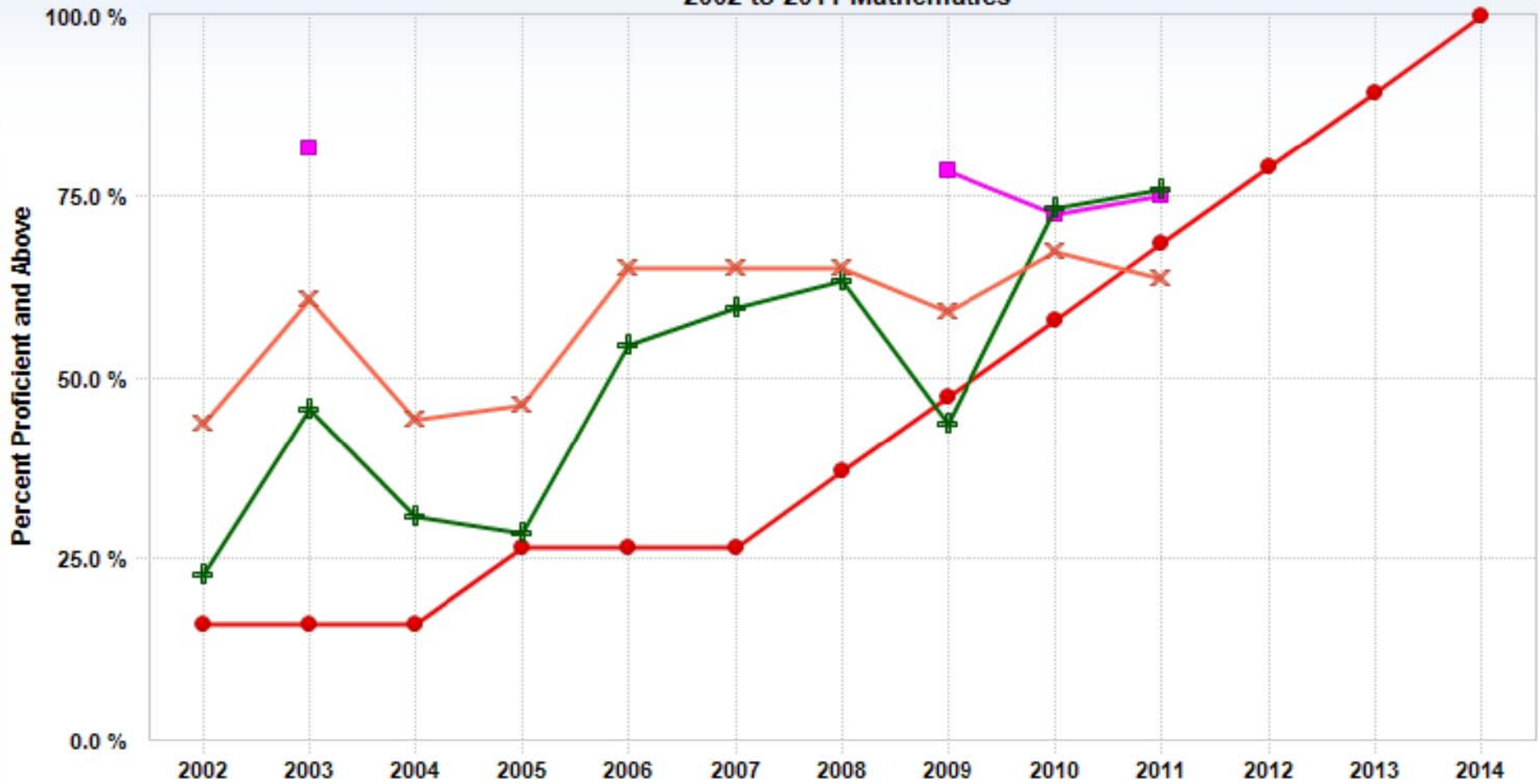
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
✕ Econ. Disadvan.	18.7 %	43.4 %	33.3 %	46.2 %	73.7 %	60.0 %	50.0 %	56.5 %	65.0 %	54.5 %			
✚ Students w/ Disab.	22.4 %	37.2 %	26.7 %	28.6 %	56.9 %	49.0 %	61.0 %	46.9 %	64.1 %	68.7 %			
✚ Eng. Learners		36.3 %						57.1 %	63.6 %	66.7 %			
◆ Elem/Mid Schs, Elem Dists	13.6 %	13.6 %	13.6 %	24.4 %	24.4 %	24.4 %	35.2 %	46.0 %	56.8 %	67.6 %	78.4 %	89.2 %	100.0 %

**Scotts Valley Unified School District
 Brook Knoll Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2011 Mathematics**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American													
American Indian													
Asian	86.3 %	95.2 %	96.0 %	100.0 %	100.0 %	95.0 %	100.0 %	95.5 %	96.0 %				
Filipino													
Hispanic	45.0 %	66.6 %	64.0 %	60.0 %	62.5 %	63.2 %	77.8 %	63.2 %	84.1 %	78.0 %			
Pacific Islander													
White	66.0 %	75.1 %	75.4 %	80.3 %	83.3 %	80.4 %	83.0 %	78.3 %	85.9 %	86.1 %			
Elem/Mid Schs, Elem Dists	16.0 %	16.0 %	16.0 %	26.5 %	26.5 %	26.5 %	37.0 %	47.5 %	58.0 %	68.5 %	79.0 %	89.5 %	100.0 %

**Scotts Valley Unified School District
 Brook Knoll Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2011 Mathematics**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
✕ Econ. Disadvan.	43.7 %	60.8 %	44.4 %	46.2 %	65.0 %	65.0 %	65.0 %	59.1 %	67.5 %	63.6 %			
+ Students w/ Disab.	22.8 %	45.7 %	30.9 %	28.6 %	54.5 %	59.6 %	63.4 %	43.8 %	73.4 %	76.1 %			
■ Eng. Learners		81.8 %						78.6 %	72.7 %	75.0 %			
● Elem/Mid Schs, Elem Dists	16.0 %	16.0 %	16.0 %	26.5 %	26.5 %	26.5 %	37.0 %	47.5 %	58.0 %	68.5 %	79.0 %	89.5 %	100.0 %

Analysis of 2011 Assessment Data

The following information summarizes the increase and decrease in the percent of students proficient or advanced from 2010 to 2011 in the area of math.

Second Grade math had a 5% decrease in students meeting proficiency standards from the previous year. 89% were proficient or advanced in 2010 and 84% in 2011.

Third grade had a 1% increase from the previous year going from 95% proficient or above to 96%.

Fourth grade maintained a 90% proficiency rate the last two years.

Fifth grade had a 1% increase and achieved a 76% proficiency rate.

The following information summarizes the increase and decrease in the percent of student's proficient or advanced from 2010 to 2011 in the area of language arts.

Second Grade maintained at 78% proficiency in language arts over the last two years.

Third grade had a 1% decrease from the previous year going from 78% proficient or above to 77%.

Fourth grade decreased by 13% from 93% proficient to 80%.

Fifth grade had a 1% decrease and achieved an 81% proficiency rate.

The minimum NCLB adequate Yearly progress proficiency targets in the area ELA and Mathematics school wide were met.

The subgroups identified as Students with disabilities, English Learner, Hispanic, and White, met the minimum AYP requirements, while the socio-economically disadvantaged subgroup did not meet the 68.5% proficiency requirement in math and the 67.6% requirement in ELA.

Although all of the subgroups met the minimum target for the 2011 school year, the requirements for next year will increase by 10% to 79% proficient in the area of math and 78.4% in the area language arts. It is imperative that we continue to refine our instructional programs to ensure continued growth within all subgroups.

Proposed Goals Brook Knoll Elementary

Single School Plan for Student Achievement 2011-2012

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 2011 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 2011-2012 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 #1
Grades 2-5 will meet or exceed the 2012 minimum Adequate Yearly Progress (AYP) proficiency target of 78.4% in English Language Arts (ELA)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:		
	Current Proficiency	2012 AYP Target	School Target
2nd -5th Grades	79%	78.4%	87%
Economically disadvantaged	54%	78.4%	78.4%
Student With Disabilities	68.7%	78.4%	78.4%
Hispanic	65.9%	78.4%	78.4%
English Learner	66.7%	78.4%	78.4%
White	80.4%	78.4%	87%

Means of evaluating progress toward this goal: Student progress will be monitored using District Benchmark assessments, classroom based assessments.		Evidence to measure academic gains: 2012 CST and AYP results.		
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Classroom teachers will implement SDAIE Instructional Strategies to support English Learner Students (EL's) in the core content areas in the area of Language Arts.	Classroom Teachers	Observation Documented Grade Level discussion Lesson Plans		
English Learners identified through CELDT testing will receive supplemental explicit English Language Development instruction (ELD) through small group or one-to-one instruction.	ELD teacher	Lesson Plans IDEA profiles		EIA \$12,081 for 345 hrs of instruction
General education teachers to implement intervention strategies identified through the SST process for students not meeting grade level ELA performance standards.	Principal SST team Classroom Teachers	Student Study Team (SST) Data presented at follow-up SST	Review Response to Intervention Procedures and Tiered instruction.	
Ongoing evaluation of intervention programs to determine effectiveness of addressing the needs of the students by grade level. (Walk to Learn, Reading Intervention)	Teachers Principal	Benchmark Data, Reading Intervention Pre and Post data		
Creation of common writing prompts and rubrics by grade level for collaborative scoring.	Teachers Principal	3 Rubrics and writing Prompts Calendar scoring	Review of Common core standards for k-5 writing and Language for assessment and scoring development	Title II \$1,615
New Teacher Project participation through the Santa Cruz County office of education to support ELA instructional strategies.	New teacher Principal NTP Advisor	Review with Advisor Evaluation Observation	Ongoing Teacher development through New teacher project Advisor/Principal	Title II \$2,500

Single Plan for Student Achievement 2011-2012 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

Grades 2-5 will meet or exceed the 2012 minimum Adequate Yearly Progress (AYP) proficiency target of 79% in the area of Mathematics

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:		
	Current Proficiency	2012 AYP Target	School Target
2 nd -5 th Grades	86%	79%	90%
Economically disadvantaged	63.6%	79%	79%
Student With Disabilities	76.1%	79%	85%
Hispanic	78.0%	79%	85%
English Learner	75%	79%	85%
White	86.1%	79%	90%

Means of evaluating progress toward this goal: Student progress will be tracked using District Benchmark, classroom based assessments.			Evidence to measure academic gains: 2012 CST and AYP results.	
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Teachers will regularly use Data Director reports on district math benchmark assessments to monitor each student's performance in achieving proficiency of essential standards.	Teacher Principal Director of curriculum and instruction	Data reports, Annotated summary including next steps attached to data director reports	Teachers will be trained in the use in Data Director, Print reports, and availability of reports used to guide instruction.	
District Math Benchmark assessment data will be reviewed by each grade level at the end of each trimester to assess program effectiveness to identify the essential content standards needing further instruction.	Teacher Principal	Observation Lesson Plans to address students not meeting standards		
General education teachers to implement intervention strategies identified through the SST process for students not meeting grade level math performance standards.	Principal SST team Classroom Teachers	Student Study Team (SST) Data presented at follow-up SST	Review Response to Intervention Procedures and Tiered instruction.	
Ongoing evaluation of the Math Intervention program to determine effectiveness of addressing the needs of the students by grade level.	Teachers Principal	Math Intervention pre and post Data. Intervention Enrollment Benchmark Data		

<p>Two teachers participate in the Silicon Valley Math Initiative (SVMI) to develop skills and understanding of cognitive complex problem solving for all students, to learn about and participate in performance math assessments(MARS) to understand and implement the 8 math practices from the Common Core State Standards</p>	<p>SVMI Teachers Principal</p>	<p>Classroom observation by principal, Log attendance for SVMI PD, MARS assessment results</p>	<p>SVMI August Institute Monthly PD seminars Sept-March, Scoring of MARS assessments</p>	<p>Title II \$5,465</p>
<p>New Teacher Project participation through the Santa Cruz County office of education to support ELA instructional strategies.</p>	<p>New teacher Principal NTP Advisor</p>	<p>Review with Advisor Evaluation Observation</p>	<p>Ongoing Teacher development through New teacher project Advisor/Principal</p>	<p>Title II \$2,500</p>

Single Plan for Student Achievement 2011-2012 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 #3 To enhance the positive school climate based on communication, encouragement, and safety.

Student groups and grade levels to participate in this goal:

Grade levels K-5th will participate in this goal.

Anticipated annual performance growth for each group:

100% student participation in the following school wide activities;
VIP's
Beaks
Kindness program
Safety assemblies
Big Buddies
5th grade Student leadership
School Spirit

Means of evaluating progress toward this goal: Ongoing review of student participation in programs focused on improving school Climate.		Evidence to measure academic gains: School Survey results Participation rates		
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Beak and VIP recognition.	Teachers Principal	VIP and Beak awards presented to students		
School Wide participation, organization and facilitation of the Kindness Program assembly and Safety Assemblies.	Principal Teachers Students	Teacher sign-ups for scheduled assemblies		
Encourage increased participation of classes in the Big Buddy Program.	Teachers Students	List of Buddy Classes		
Ongoing Student Leadership opportunities such as; Weekly announcements Peer supervision Fund raisers Food drives.....etc.....	Lead teacher Principal	Leadership Meeting announcements and agendas.		

Form C: Programs Included in this Plan

Brook Knoll Elementary School

2011-12

The School Site Council intends for this school to participate in the following programs: (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 program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Resource 7091 Purpose: Develop fluency in English and academic proficiency of English learners	\$ 12,081
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$ 12,081

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Resource 4035 Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 11,842
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ¹	\$
Total amount of federal categorical funds allocated to this school	\$ 11,842
Total amount of state and federal categorical funds allocated to this school	\$ 23,923

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Brook Knoll SPSA Goals and Categorical Funding 2011-12

Activity	Goals		Categorical Funding		Details
	English Language Arts	Math	4035 Title II	7091 Economic Impact Aid (EIA)	
Small group English Language Development Instruction	X			X \$12,081	Certificated teacher to provide up to 345 hours supplemental instruction
Participate in Silicon Valley Mathematics Initiative Professional Development		X	X \$5,465		Substitute cost for release time for teachers September-March
Collaborative scoring and norming grade level student writing and/or data talks	X		X \$1,615		Substitute cost for release time for teachers
Professional Development for first year teacher through Participation in New Teacher Program	X	X	X \$2,500		Registration fee for participation in the New Teacher Program

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	
Melanie Nazareth				X	
Jaime Budding				X	
Hai-Wen Liang				X	
Jim Jackson				X	
Jeannine Anderson		X			
Linda Rugg		X			
Ann Codd		X			
Sandra Torrez		X			
Phillip Menchaca	X				
Numbers of members of each category	1	4	0	5	N/A

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 _____.

Attested:

Signature of School Principal, Phillip Menchaca

Date

Signature of SSC Chairperson

Date