

**Tully C. Knoles School**  
Lincoln Unified School District

Single Plan for Student Achievement  
2011 – 2012

Board Approval: January 10, 2012



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## **District Mission**

Lincoln Unified School District educates all students to achieve their maximum potential and to prepare them to be responsible citizens.

### **Beliefs**

- High expectations are essential to high achievement
- Everyone has the right and responsibility to achieve their highest potential
- All people need to experience personal success
- Everyone has a gift for learning
- Everyone learns at different rates and in a variety of ways
- Every person has the right to be physically and emotionally safe
- Both education and communication are the shared responsibilities of the student, family, school, and community
- Knowledge and valuing of ethnic and cultural diversity promotes understanding and respect

### **Pledges**

We shall:

- Make all decisions based strictly on what is best for our students
- Create an environment where all students will succeed
- Expect the best from everyone
- Not tolerate discrimination in any form
- Treat others, ourselves and our environment with respect
- Model and expect a high standard of ethics, responsibility, and self-reliance
- Continuously promote open and honest communication
- Address unmet expectations.

## **Site Mission, Vision, Motto**

### **OUR MISSION**

We believe that all students are scholars and must learn at high levels of achievement. It is our job to create an environment that results in this high level of performance. We are confident that with our support, students will master challenging academic material. We work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

### **OUR VISION**

All students at Tully C. Knoles School are scholars because the principal and the staff believe the following:

1. We unite to achieve a common purpose and set clear goals.
2. We work together in collaborative teams.
3. We seek and implement strategies for improving student achievement on a continuing basis.
4. We monitor academic progress.
5. We empower students to demonstrate personal commitment to their academic success and social responsibilities.

### **OUR MOTTO**

“Tully Knoles School, Where Every Student Is a Scholar.”

## Federal Accountability

### District Status:

#### Title I: Program Improvement Year 3

Met 24 out of 38 Annual Measurable Objectives (AMO)

Did not meet Annual Measurable Objectives:

English Language Arts- African American, Hispanic, Socioeconomically Disadvantaged, Districtwide, Asian, English Learners, Student with Disabilities

Mathematics- African American, Hispanic, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Districtwide, White

#### Title III: Program Improvement Year 3

Met 2 out 3 Annual Measurable Achievement Objectives (AMAO)

AMAO #1- Target: 54.6%

Percent of EL's Making Annual Progress in Learning English- 62.7%

AMAO #2- Targets: Less than 5 years- 26.6%

5 years or more- 61.4%

Percent of EL's Attaining the English Proficient Level on the CELDT- met both

AMAO #3- Targets: English Language Arts- 67%

Mathematics- 67.3%

Percent Proficient/Advanced on CST for English Language Arts- 41.8%

Percent Proficient/Advanced on CST for Mathematics- 49.2%

### School Status:

#### Title I: Program Improvement Year 2

Met 18 out of 23 Annual Measurable Objectives (AMO)

Did not meet Annual Measurable Objectives (AMO)

Mathematics- School wide, Hispanic, White Socioeconomically Disadvantaged, English Learners

School wide Program

Programs included in School wide Program:

Title I, EIA/EL, EIA/SCE, SIP

**School-based Coordinated Program- Yes or No** (requires approval from SSC)

## Description of School

Tully C. Knoles is a school in the Lincoln Unified School District with a long history of school and community support and parent involvement. We currently have 628 students enrolled in kindergarten through eighth grade. Our student population is comprised of 51.5% Hispanic students, 21.3% White students, 16.7% African American students, 5.9% Asian American students, 1.9% Filipino students, 1% American Indian/Alaskan students, and 1% Pacific Islander students. According to our free and reduced lunch applications, 81% of our students are from low-income families. The needs of our students have gradually changed over the years, and our population now includes a higher percentage of students (23.6%) with limited proficiency in English. This diverse has brought challenges requiring our staff to refine and improve curriculum and instruction. The educational leaders of Tully C. Knoles School use standards-based instruction, data analysis, and explicit direct instruction techniques to raise the skill level of ALL students. Multiple measures and assessments are analyzed regularly to track student progress. These measures, plus the implementation of a school wide environmental plan called the NEX Generation Plan, have been the impetus that has resulted in significant increases in student performance. The NEX plan is our school's rules and routines that both the staff and students of Tully Knoles School follow. The use of Thinking Maps is currently our choice of Professional Development in Grades K-8 (school-wide). Tully Knoles School is also host to the SES (Supplemental Education Services) program where over 200 students receive tutoring services, school-wide, on a weekly basis, on and off site, in the home and online.

In 2010-11, Tully C. Knoles increased its Academic Performance Index (API) by a total 8 points giving our school an API score of 820. TCK has gained 56 points from the 2006-2007 school year to the 2009-2010 school year. For the 2009-2010 school year, we were a Program Improvement (PI) school based for not meeting School-Wide Language Arts objective of 61.3% advanced or proficient. However, for the 2010-2011 school year, we made Language Arts objective of 67.6% advanced or proficient. We received Safe Harbor for School-Wide, Black, Hispanic, White, Socio-Economically Disadvantaged and EL subgroups. For the 2009-2010 school year, TCK made 20 out of 21 AYP goals. For the 2010-2011 school year, TCK made only 16 of our 21 AYP goals. We are a Program Improvement (PI) school because we did not meet the 68.5% goal for mathematics in the following areas: School-Wide, Hispanic, White, Socio-Economically Disadvantaged, and EL subgroups. We did make Safe Harbor for our African American students in the area of math.

Tully C. Knoles has become a "school to watch" in the Stockton community because of continued academic improvements, our increasing API scores over the last eight years, and because of TCK's unique and effective NEX generation program. At TCK, every student knows that he/she is a scholar and each student has established his/her pathway to meet that goal. We also practice the following beliefs, "We do our best, we learn from our mistakes, we encourage others, and we never give up."

Our entire staff is “highly qualified”. We currently have 30 full time staff members. Twenty-nine of the teachers have had experience working at Tully C. Knoles School for a minimum of four consecutive years. One important part of the TCK “experience” is our ASES (After School) Program. Three credentialed staff members and four classified staff members provide tutoring, clubs, and physical education for up to 3 ½ hours after the school day has ended. We currently have enrolled 120 students, Grades 1-8.

## English Language Arts Action Plan

**Goal 1: At least 78% of all students will reach high standards, a minimum attaining proficiency or better in English/language arts by 2011.**

**Elementary Schools (K-8): 78.4%                      High Schools: 77.8%**

**Part One: Expected Performance Gains:** (From 2010-11 % proficient and/or advanced to Goal for 2011):

Student Groups	All	African American	Asian	Filipino	Hispanic	White	English Learners	SED*	SWD+
Current Status:	56.1%	46.4%	58.8%	84.6%	55.4%	63.8%	54.2%	52.9%	54.2%
Expected Gain:	78.4%	78.4%	78.4%	78.4%	78.4%	78.4%	78.4%	78.4%	78.4%

\* Socioeconomically Disadvantaged                      + Students with Disabilities

**Part Two: Monitoring/Evaluating Progress:**

Assessing Student Progress:

Formative Assessments	Curriculum-embedded assessments, MAP results, teacher generated assessments (ELA CAR), Reading Plus Data, <i>Accelerated Reader</i> Data, <i>English in a Flash</i> Data, Progress Reports' Data, <i>Bellwork</i> , <i>Destinations</i>
Summative Assessments	CST Language Arts and Writing Assessment Scores, CELDT scores, District Benchmark assessments, Scholar Logs, <i>Language!</i> assessments
Data Analysis Plan and Schedule	ALL subgroups at TCK from 2003-010 have made progress in Language Arts. TCK's morning opening works seamlessly to create a scholarly and successful educational environment for our Socio Economically Disadvantaged students. Professional Development using Thinking Maps in Language Arts, school-wide, is being implemented for the 2011-2012 school year. TCK has implemented the <i>Language!</i> program in Grades 4-8 as a replacement curriculum to the Language Arts core for students who are two or more grade levels below their appropriate grade of school (Lincoln Unified's RTI model) .

How will the site ensure the goal/actions are being addressed and implemented?

Academic Conferences and site level meetings TWO TIMES a year, Grade level teams collaborate every Monday (except if Monday is a holiday), LUSD coaches' support (ELD, *6 Traits of Writing*, etc.), full day leadership meetings, LUSD Staff Development, Professional Development Days (by grade level) TWO TIMES a year, TCK's vertical articulation, Thinking Maps' Training. *Language!* classes being taught as an intervention in Language Arts, Grades 4-8, Title One Conferencing TWO TIMES a year (with support staff)

**Part Three: Action Plan:** List all activities that will be put in place to achieve this goal, as well as, the people who will implement and/or are responsible for them and when the activities will take place.

Actions	People	Timeline
Using district-adopted materials in special education classrooms (RSP/SDC)	RSP Teacher, SDC teacher	Daily
Using replacement core/intervention materials grades 4 -12 for <i>Language!</i>	TCK Teachers (Grades 4-8), Title One teacher, RSP teacher, SDC teacher	Daily
Using of technology as an instructional tool in core, targeted instruction, supplemental and extended programs ( <i>Destinations, Accelerated Reader, English in a Flash</i> )	TCK teachers, LUSD technology support staff, TCK technology support staff	Daily
Monitoring the use of direct instruction and other effective instructional strategies	LUSD administration, TCK principal, TCK teachers	Daily
Teachers participating in professional development (i.e., in 6 Traits, GLAD, <i>Language!</i> , ELD, differentiated instruction, targeted instruction, SDAIE- SIOP, technology as an instructional tool, MAP, Making Math Real, 9 Lines, Data Director, Aeries	LUSD coaches, LUSD support staff, TCK Teachers	Ongoing-Monthly
Providing extended learning time for EL students, students performing below grade level	Title One teacher, paraprofessionals, classroom teachers	Daily-30 minutes

Continuous monitoring of ALL students at consistent intervals (formative assessments)	Classroom teachers, Title One teacher, Principal	Daily
Monitoring of student progress toward mastering grade level standards	Classroom teacher, Title One teacher, Principal	Ongoing-Daily
Developing grade level common assessments	Classroom teacher, Title One teacher, Principal	Weekly
Using coaching/assistance as professional development	LUSD coaches, classroom teachers	Monthly
Using data to drive instructional practices/decisions	Classroom teachers, AST team, Leadership Team, Principal	Daily
Developing a plan to meet the needs of any/all students “at risk” students	Principal, Title One teacher, classroom teachers, AST team, parents/guardians	Teachers – Weekly AST – Bi-monthly
Administering MAP-fall, winter, spring to identify gaps in students’ learning	Paraprofessionals, classroom teachers	October 2011 January 2012 May 2012
Providing teachers with access to Multiple Assessments listing report from Data Director	LUSD Support Staff	Ongoing
Building collaboration time into teacher’s schedule	LUTA/LUSD negotiation team members Principal TCK teachers AST members	Weekly-Monday’s
Aligning budgets to the actions and related expenditure in the school plan	Principal	Ongoing-Weekly
Monitoring the budget throughout the year to ensure that items are being used to provide appropriate services to students	Principal	Ongoing-Monthly
Continuing to implement the District’s Comprehensive Plan for Student Achievement through Response to Intervention (targeted instruction, differentiated instruction, supplemental instruction, intervention/replacement core,	Principal Classroom teachers Paraprofessionals	Ongoing-Daily

data driven instruction)		
Considering various learning styles and multiple intelligences when developing lessons and assignments	Classroom teachers	Weekly
Addressing the needs of our: ELs, Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Principal Title One teacher Classroom teachers AST Leadership Team	Daily
Using district adopted materials in all special education classroom	Special education teachers	Daily
Continuing the implementation of approved replacement core/intervention materials grades 4-8. <i>Language!</i>	Classroom teachers	Daily
Using technology as an instructional tool for core, target instruction, supplemental, and extended programs ( <i>Accelerated Reader, Destinations, etc.</i> )	Classroom teachers	Daily
Monitoring and using direct instruction and other effective instructional strategies	Principal Title One teacher Classroom teachers, Spec. Ed teachers	Daily
Teachers participating in professional development (i.e., 6 Traits, GLAD, Language! differentiated instruction, SDAI-SIOP, technology as an instructional tool, MAP, Data Director, Aeries, Thinking Maps, classroom meetings, etc.)	Principal Title One teacher Classroom teachers Special Ed. teachers	Daily
Providing extended learning time for EL students, students performing below grade level	Title One teacher Classroom teachers	Daily
Monitoring of all students at consistent intervals	All teachers	Daily
Monitoring of student progress towards mastering grade level standards	Classroom teachers	Daily

Developing grade level common assessments	Principal Classroom teachers	Ongoing
Using coaching model of professional development	Principal Classroom teachers	Ongoing
Using data to drive instructional decisions	Classroom teachers	Ongoing
Developing a plan to meet the needs of ALL students	Classroom teachers	Ongoing
Administering MAP	Paraprofessionals	Three times a year
Providing each teacher with access to Multiple Assessments listing report form Data	Principal District office personnel	Ongoing
Building collaboration time into teacher schedule	Principal Classroom teachers	Weekly
Aligning budgets to the actions and related expenditures in the school plan	Principal	Ongoing
Monitoring the budget throughout the year to ensure they are being used to provide appropriate services to students	Principal School Site Council Members	Ongoing
Continuing to implement the District's Comprehensive Plan for Student Achievement through Response to Intervention (i.e., targeted instruction, differentiated instruction, supplemental instruction, intervention/replacement core, data driven instruction)	Classroom teachers	Daily
Considering various learning styles and multiple intelligences when developing assignments	Classroom teachers	Ongoing
Addressing the needs of our: ELs, Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Principal Classroom teachers	Ongoing

## Mathematics Action Plan

**Goal 2: At least 78.2% of all students will reach high standards, a minimum attaining proficiency or better in Mathematics by 2011.**

**Elementary: 79.0%**

**High School: 77.4%**

**Part One: Expected Performance Gains:** (From 2010-11 % proficient/advanced to Goals for 2011)

Student Groups	All	African American	Asian	Filipino	Hispanic	White	English Learners	SED*	SWD*
Current Status:	61.5%	50.0%	70.6%	76.9%	59.1%	68.2%	58.3%	59.3%	62.7%
2011 Goal:	79%	79%	79%	79%	79%	79%	79%	79%	79%

**Part Two: Monitoring/Evaluating Progress:**

Assessing Student Progress:

Formative Assessments	Progress Reports, Curriculum-embedded assessments, MAP results, teacher generated assessments, <i>Bellwork, Math Facts in a Flash, Accelerated Math, Destinations</i>
Summative Assessments	CST Mathematics, curriculum-based assessments, <i>NumberWorlds</i> assessments
Data Analysis Plan and Schedule	ALL subgroups at TCK from 2003-010 have made progress in mathematics. Through professional development/training, the TCK staff will teach and use all facets of the new <i>enVision</i> Math curriculum, Grades K-5 and the <i>Holt</i> curriculum, Grades 6-8. There will be consistent articulation between Algebra teachers from 7/8 with LHS math teachers. This plan will be implemented for the 2011-2012 school year.

How will the site ensure the goal/actions are being addressed and implemented?

Academic Conferences and Professional Development Meetings TWO TIMES a year, Grade level teams collaborate each every Monday (except if Monday is a holiday), LUSD coaches' support (*enVision/Holt* training, etc.), LUSD Staff Development, TCK vertical articulation, *NumberWorlds* classes being taught as an intervention in Mathematics, Grades 6-8, Title One Conferencing TWO TIMES a year (with support staff)

**Part Three: Action Plan:** List all activities that will be put in place to achieve this goal, as well as the people who will implement them and when the activities will take place.

Actions	People	Timeline
Using district-adopted materials in special education classrooms (RSP/SDC)	RSP Teacher, SDC teacher	Daily
Using replacement core/intervention materials grades 4 -12 for <i>NumberWorlds</i>	TCK Teachers (Grades 6-8), RSP teacher, SDC teacher	Daily
Using of technology as an instructional tool in core, targeted instruction, supplemental and extended programs ( <i>Destinations, Accelerated Math, Math Facts in a Flash</i> )	TCK teachers, LUSD technology support staff, TCK technology support staff	Daily
Monitoring the use of direct instruction and other effective instructional strategies	LUSD administration, TCK principal, TCK teachers	Daily
Teachers participating in professional development (i.e., <i>enVision</i> , differentiated instruction, targeted instruction, technology as an instructional tool, MAP, Data Director, Aeries	LUSD coaches, LUSD support staff, TCK Teachers	Ongoing-Monthly
Providing extended learning time for EL students, students performing below grade level	Title One teacher, paraprofessionals, classroom teachers	Daily-30 minutes
Continuous monitoring of ALL students at consistent intervals (formative assessments)	Classroom teachers, Title One teacher, Principal	Weekly
Monitoring of student progress toward	Classroom teachers, Title One teacher,	Daily

mastering grade level standards	Principal	
Developing grade level common assessments	Classroom teachers, Title One teacher, Principal	Weekly
Using coaching/assistance as professional development	LUSD coaches, classroom teachers	Ongoing-Monthly
Using data to drive instructional practices/decisions	Classroom teachers, AST team, Leadership Team, Principal	Daily
Developing a plan to meet the needs of any/all students “at risk” students	Principal, Title One teacher, classroom teachers, AST team, parents/guardians	Teachers – Weekly AST – Bi-monthly
Administering MAP-fall, winter, spring to identify gaps in students’ learning	Paraprofessionals, classroom teachers	October 2011 January 2012 May 2012
Providing teachers with access to Multiple Assessments listing report from Data Director	LUSD Support Staff	Ongoing
Building collaboration time into teacher’s schedule	LUTA/LUSD negotiation team members Principal TCK teachers AST members	Weekly-Monday’s
Aligning budgets to the actions and related expenditure in the school plan	Principal	Ongoing-Weekly
Monitoring the budget throughout the year to ensure that items are being used to provide appropriate services to students	Principal	Ongoing-Monthly
Continuing to implement the District’s Comprehensive Plan for Student Achievement through Response to Intervention (targeted instruction, differentiated instruction, supplemental instruction, intervention/replacement core, data driven instruction)	Principal Classroom teachers Paraprofessionals	Ongoing-Daily
Considering various learning styles and multiple intelligences when developing lessons and assignments	Classroom teachers	Weekly

Addressing the needs of our: ELs, Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Principal Title One teacher Classroom teacher AST Leadership Team	Daily
Using district adopted materials in all special education classroom	Special education teachers	Daily
Continuing the implementation of approved replacement core/intervention materials grades 4-8 <i>NumberWorlds</i>	Classroom teachers	Daily
Using technology as an instructional tool for core, target instruction, supplemental, and extended programs ( <i>Math Facts in a Flash, Accelerated Math, etc.</i> )	Classroom teachers	Daily
Monitoring and using direct instruction and other effective instructional strategies	Principal Title One teacher Classroom teachers	Daily
Teachers participating in professional development (i.e., 9 Lines, Making Math Real, Fraction Camp, differentiated instruction, technology as an instructional tool, MAP, Data Director, Aeries, Thinking Maps, etc.)	Principal Title One teacher Classroom teachers	Daily
Providing extended learning time for EL students, students performing below grade level	Title One teacher Classroom teachers	Daily
Monitoring of all students at consistent intervals	All teachers	Daily
Developing grade level common assessments	Principal Classroom teachers	Ongoing
Using coaching model of professional development	Principal Classroom teachers	Ongoing
Using data to drive instructional decisions	Classroom teachers	Ongoing
Developing a plan to meet the needs of	Classroom teachers	Ongoing

ALL students		
Administering MAP	Paraprofessionals	Three times a year
Providing each teacher with access to Multiple Assessments listing report form Data	Principal District office personnel	Ongoing
Building collaboration time into teacher schedule	Principal Classroom teachers	Weekly
Aligning budgets to the actions and related expenditures in the school plan	Principal	Ongoing
Monitoring the budget throughout the year to ensure they are being used to provide appropriate services to students	Principal School Site Council Members	Ongoing
Continuing to implement the District's Comprehensive Plan for Student Achievement through Response to Intervention (i.e., targeted instruction, differentiated instruction, supplemental instruction, intervention/replacement core, data driven instruction)	Classroom teachers	Daily
Considering various learning styles and multiple intelligences when developing assignments	Classroom teachers	Ongoing
Addressing the needs of our: ELs, Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Principal Classroom teachers	Ongoing

## English Learners Support Action Plan

**Goal 3: The percentage of students making annual progress learning English will meet or exceed 56% as measured by the California English Language Development Test (CELDT).**

**Part One: Expected Performance gains:**

Student Group:	English Learners
Current Status:	72.9%
Expected Gain:	56%

**Part Two: Monitoring/Evaluating Progress:**

Assessing Student Progress:

Formative Assessments	Curriculum-embedded assessments, MAP results, teacher generated assessments (ELA CAR), Reading Plus Data Sets, Accelerated Reader Data Sets, Progress Reports, <i>Bellwork</i>
Summative Assessments	CST Language Arts and Writing Assessment Scores, CELDT scores, District Benchmark assessments, Scholar Logs, ELD Check List
Data Analysis Plan and Schedule	Daily Targeted Instruction time has been established where vocabulary and content are “front loaded” (i.e., SIPPS Read Naturally, etc.), Strategies are being practiced to teach students how to accurately take exams and how to deductively select answers looking for key words, phrases, etc., and eliminate incorrect answers. Academic EL support groups meet, after school, in grades 4-8. TCK will be implementing 30 minutes of ELD, grades K-8, daily. All classroom teachers will incorporate ELD (GLAD) strategies across the curriculum each and every school day. This plan will be continue to be implemented for the 2011-2012 school year.

How will the site ensure the goal/actions are being addressed and implemented?

30 minutes of ELD being taught, Grades K-8, Academic Conferences and site level meetings TWO TIMES a year, Grade level teams collaborate each every Monday (except if Monday is a holiday), LUSD coaches' support (ELD, etc.), LUSD Staff Development, TCK vertical articulation, *CELDT scores*, Title One Conferencing TWO TIMES a year (with support staff)

**Part Three: Action Plan:** List all activities that will be put in place to achieve this goal, as well as the people who will implement them and when the activities will take place.

Actions	People	Timeline
Using of technology as an instructional tool in core, targeted instruction, supplemental and extended programs ( <i>Destinations, Accelerated Reader</i> )	TCK teachers, LUSD technology support staff, TCK technology support staff	Daily
Monitoring the use of direct instruction and other effective instructional strategies	LUSD administration, TCK principal, TCK teachers	Daily
Teachers participating in professional development (i.e. GLAD, Language!, ELD, differentiated instruction, targeted instruction, SDAIE- SIOP, technology as an instructional tool, MAP, Data Director, Aeries	LUSD coaches, LUSD support staff, TCK Teachers	Ongoing-Monthly
Providing extended learning time for EL students, students performing below grade level	Title One teacher, paraprofessionals, classroom teachers	Daily-30 minutes
Continuous monitoring of ALL students at consistent intervals (formative assessments)	Classroom teachers, Title One teacher, Principal	Daily
Monitoring of student progress toward mastering grade level standards	Classroom teachers, Title One teacher, Principal	Daily
Using coaching/assistance as professional development	LUSD coaches, classroom teachers	Ongoing-Monthly
Involving teachers in the administration	Title One teacher, paraprofessionals,	September 2011

and scoring of CELDT to ensure teachers know what is expected of their EL students	classroom teachers	
Implementing the ELD checklist	Classroom teachers, Principal	March 2012
Using data to drive instructional practices/decisions	Classroom teachers, AST team, Leadership Team, Principal	Daily
Developing a plan to meet the needs of any/all students “at risk” students	Principal, Title One teacher, classroom teachers, AST team, parents/guardians	Teachers – Weekly AST – Bi-monthly
Administering MAP-fall, winter, spring to identify gaps in students’ learning	Paraprofessionals, classroom teachers	October 2011 January 2012 May 2012
Providing teachers with access to Multiple Assessments listing report from Data Director	LUSD Support Staff	Ongoing
Building collaboration time into teacher’s schedule	LUTA/LUSD negotiation team members Principal TCK teachers AST members	Weekly-Monday’s
Aligning budgets to the actions and related expenditure in the school plan	Principal	Ongoing-Weekly
Monitoring the budget throughout the year to ensure that items are being used to provide appropriate services to students	Principal	Ongoing-Monthly
Continuing to implement the District’s Comprehensive Plan for Student Achievement through Response to Intervention (targeted instruction, differentiated instruction, supplemental instruction, intervention/replacement core, data driven instruction)	Principal Classroom teachers Paraprofessionals	Ongoing-Daily
Considering various learning styles and multiple intelligences when developing lessons and assignments	Classroom teachers	Weekly
Addressing the needs of our: ELs,	Principal	Daily

Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Title One teacher Classroom teacher AST Leadership Team	
Using technology as an instructional tool for core, target instruction, supplemental, and extended programs ( <i>Accelerated Reader, Destinations, Math Facts in a Flash, Accelerated Math, etc.</i> )	Classroom teachers	Daily
Monitoring and using direct instruction and other effective instructional strategies	Principal Title One teacher Classroom teachers	Daily
Teachers participating in professional development (i.e., 6 Traits, GLAD, Language! differentiated instruction, SDAI-SIOP, technology as an instructional tool, MAP, Data Director, Aeries, Thinking Maps, classroom meetings, 9 Lines, Making Math Real, etc.)	Principal Title One teacher Classroom teachers	Daily
Providing extended learning time for EL students, students performing below grade level	Title One teacher Classroom teachers	Daily
Monitoring of all students at consistent intervals	All teachers	Daily
Monitoring of student progress towards mastering grade level standards	Classroom teachers	Daily
Using coaching model of professional development	Principal Classroom teachers	Ongoing
Involving more teachers in the administration and scoring of CELDT to ensure teachers know what is expected of their EL students	Classroom teachers	Fall

## Equitable Environment Closing the Achievement Gap Action Plan

**Goal 4: All students will achieve at the same high levels of proficiency to close the achievement gap in a fair, safe, equitable environment.**

**Expected Performance gains:** List Data may include: attendance, suspensions, expulsions, rewards and recognitions

Type of Data	Student Groups	All	African American	Asian	Filipino	Hispanic	White	English Learners	SED*	SWD*
Attendance	Goal	95.2	95.2	95.2	95.2	95.2	95.2	95.2	95.2	95.2
	Actual	95.7	95.3	97.8	96.9	95.8	95.1	96.3	95.6	95.9
	Met Yes/No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Suspensions	Goal	0	0	0	0	0	0	0	0	0
	Actual	89	27	7	1	26	34	12	0	8
	Met Yes/No	No	No	No	No	No	No	No	Yes	No
Expulsions	Goal	0	0	0	0	0	0	0	0	0
	Actual	4	0	0	0	4	0	0	0	0
	Met Yes/No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
TCK Scholar "Leap" CST Celebrations	Goal	497 60%	81	N/A	N/A	244	108	109	N/A	88
	Actual	353	52	N/A	N/A	173	84	78	N/A	30
	Met Yes/No	71% Yes	64% Yes	N/A	N/A	71% Yes	71% Yes	72% Yes	N/A	34% No

## CST PROFICIENT AND ADVANCED BY GRADE LEVEL

<i>GRADE</i>	<i>SUBJECTS</i>	<i>GOAL</i>	<i>ACTUAL %</i>	<i>MET Yes/No</i>
2	<i>Language Arts</i>	60%	74%	Yes
2	<i>Math</i>	60%	80%	Yes
3	<i>Language Arts</i>	60%	40%	No
3	<i>Math</i>	60%	59%	No
4	<i>Language Arts</i>	60%	54%	No
4	<i>Math</i>	60%	60%	Yes
5	<i>Language Arts</i>	60%	58%	No
5	<i>Math</i>	60%	60%	Yes
5	<i>Science</i>	60%	57%	No
6	<i>Language Arts</i>	60%	58%	No
6	<i>Math</i>	60%	59%	No
7	<i>Language Arts</i>	60%	62%	Yes
7	<i>Math</i>	60%	51%	No
8	<i>Language Arts</i>	60%	38%	No
8	<i>Math</i>	60%	78%	Yes
8	<i>Science</i>	60%	70%	Yes

**Means of Evaluating progress:** How will site determine goals/actions are being addressed and implemented?

CST results, MAP results, Attendance, Honor Roll (Trimester/Quarter), Discipline Data (*PowerSchool*), Administrative Observations, Scholar Leap Night attendance, Math Scholar Night, Million Word Reader certificates

**Action Plan:** List all activities that will be put in place to achieve this goal, as well as the people who will implement them and when the activities will take place.

Actions	People	Timeline
Monitoring the use of direct instruction and other effective instructional strategies	LUSD administration, TCK principal, TCK teachers	Daily
Teachers participating in professional development (i.e., in 6 Traits, GLAD, Language!, ELD, differentiated instruction, targeted instruction, <i>enVision</i> , SDAIE-SIOP, technology as an instructional tool, MAP, Data Director, Aeries	LUSD coaches, LUSD support staff, TCK Teachers	Ongoing-Monthly
Providing extended learning time for EL students, students performing below grade level	Title One teacher, paraprofessionals, classroom teachers	Daily-30 minutes
Using coaching/assistance as professional development	LUSD coaches, classroom teachers	Ongoing-Monthly
“Fine tuning” the roles/responsibilities of the following teams to identify, monitor, and address the needs of all students: Leadership Team and Academic Support Team	Principal, members of Leadership Team, members of the Academic Support Team (AST)	Monthly
Ensuring participation of general education teachers in IEP meetings to both provide information and participate in the decision-making on accessing the core curriculum in the appropriate setting	Classroom (GE) teachers, RSP teacher, SDC teacher, Principal, Administrative Interns	Weekly
Clustering students to maximize their academic performance, and connection to their school community (gender, race, ability, EL, behavior)	Classroom teachers, AST Team, Principal	Monthly
Using data to drive instructional practices/decisions	Classroom teachers, AST team, Leadership Team, Principal	Daily

Identifying by name, grade, and area of need/concern all at risk students- below proficient on CST, low RIT on MAP, below intermediate on CELDT, intermediate on CELDT for more than 2 consecutive years, below proficient on CAPA, below proficient on CMA, at risk student groups	Classroom teacher, Title One teacher, AST, Leadership team. Language! teachers, RSP/SDC teachers	AST meeting (bi-monthly) Weekly Assessments TI “groupings” (monthly) MAP assessments (October 2011, January 2012, May 2012)
Developing a plan to meet the needs of any/all students “at risk” students	Principal, Title One teacher, classroom teachers, AST team, parents/guardians, resource	Teachers – Weekly AST –Bi-monthly
Providing teachers with access to Multiple Assessments listing report from Data Director	LUSD Support Staff	Ongoing
Building collaboration time into teacher’s schedule	LUTA/LUSD negotiation team members Principal TCK teachers AST members	Weekly-Monday’s
Informing/involving all stakeholders in the implementation of the school plan	“Coffee with the Principal” Meeting School Site Council Meeting SAC Meeting ELAC meeting Mi Familia Meeting	January 2012
Aligning budgets to the actions and related expenditure in the school plan	Principal	Ongoing-Weekly
Monitoring the budget throughout the year to ensure that items are being used to provide appropriate services to students	Principal	Ongoing-Monthly
Addressing the achievement gap through training and professional development	LUSD support staff, LUSD coaches, principal, classroom teachers	Monthly
Continuing to implement the District’s Comprehensive Plan for Student Achievement through Response to Intervention (targeted instruction,	Principal Classroom teachers Paraprofessionals	Ongoing-Daily

differentiated instruction, supplemental instruction, intervention/replacement core, data driven instruction)		
Involving parents from underrepresented student populations as partners in their child's education by helping them understand our academic programs, state and federal requirements, state standards, their role in their child's education	Principal Classroom teachers Outreach Worker Parents/Guardians	Weekly/Monthly
Considering various learning styles and multiple intelligences when developing lessons and assignments	Considering various learning styles and multiple intelligences when developing lessons and assignments	Weekly
Addressing the needs of our: ELs, Educationally Disadvantaged/Academically At Risk, GATE/High Achievers, Students with Disabilities	Principal Title One teacher Classroom teacher AST Leadership Team	Daily
Monitoring of student progress towards mastering grade level standards	Classroom teaches	Daily
Using coaching model of professional development	Principal Classroom teachers	Ongoing
Refining the roles and responsibilities of the following teams to identify, monitor, and address the needs of all students: Grade Level Teams, Leadership Teams, Academic Support Teams	All teachers	Ongoing

## Parent Involvement- Title I Schools

### Annual Parent Survey Process and Results

**The annual parent survey will be given to the parents/guardians of the Tully C. Knoles community in the Spring 2012.**

Required Activities	Site Actions	People	Timeline
Annual Parent Meeting- discuss program, review Title I parent involvement policy,	Back to School Night “Coffee with the Principal”	Principal, parent/guardians, community members, students	September 2011 October 2011 December 8, 2010 February, 2011 April, 2011
Offer meetings at flexible times	Meetings offered before school and in evenings	Principal, parent/guardians, community members, students	September 6, 2010 October 13, 2010 December 8, 2010 February, 2011 April, 2011
Involve parents in planning, review and improvement of programs	School Site Council Meetings SAC Meeting DELAC Meeting ELAC Meetings <i>Mi Familia</i> Meetings PTSA Meetings	School Site Council members SAC members DELAC members ELAC members <i>Mi Familia</i> members	SSC – Monthly 8/11-5/12 SAC- Sept. 2011, Dec. 2011, Feb. 2012 DELAC-Sept. 2011, Dec. 2011, Feb. 2012 ELAC-Oct. 2011, Dec. 2011, Feb. 2012
Provide parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement.	Student/Parent/Teacher Conferences (K-6) Arena Conferences (7-8)	Parents/guardians, teachers, students, principal	October 2011 February 2012
Joint development of home-school compact, describing the responsibilities of parents, school,	Title One Meeting “Coffee with the Principal” School Site Council	Principal, Parents/guardians, teachers, SSC members	October 2011

and students.	Meeting SAC Meeting ELAC Meeting <i>Mi Familia</i> Meeting PTSA Meeting	SAC members ELAC members <i>Mi Familia</i> members	
Assist parents to understand standards, state/local assessments, Title I requirements, how to support and monitor their child's progress.	Title One Meeting "Coffee with the Principal" School Site Council Meeting SAC Meeting ELAC Meeting <i>Mi Familia</i> Meeting PTSA Meeting	Principal, Parents/guardians, teachers, SSC members SAC members ELAC members <i>Mi Familia</i> members	September 2011 October 2011 February 2012
Provide materials/training to help parents to fully participate in the education of their child	Title One Meeting "Coffee with the Principal" School Site Council Meetings SAC Meetings ELAC Meetings <i>Mi Familia</i> Meetings Parent/Teacher Conferences (K-6) Arena Conferences PTSA meetings	Principal, Teachers Parents/guardians Outreach Worker	September 2011 October 2011 February 2012 April 2012
Assist staff with the assistance of parents on how to reach out to communicate with and work with all parents as equal partners.	Staff Meetings Parent Institute PTSA meeting	Principal Outreach worker PTSA board	August 2011 February 2012 Monthly
Coordinate/integrate parent involvement activities with preschool programs	Staff Meetings Registration PTSA Meetings	Principal TCK staff Preschool Staff	October 2011 March 2012 Monthly
Ensure that information is sent/provided to parents in a format/language that parents	Tiger Tales newsletter Parent Link Phone messages	Antonia Rosas, Spanish translator/outreach worker Spanish parent translator	Monthly (Aug. 2011-May 2012)

understand.	Lincoln Latin Leadership members PTSA Meetings	Franciso/Illeana Oritiz	
Provide support for parent involvement activities as parents request.	PTSA Meetings Title One Meetings “Coffee with the Principal” SAC Meetings ELAC Meetings <i>Mi Familia</i> Meetings School Site Council Meetings Student Leadership La Posada	Principal, teachers, parents/guardians, committee members, community members, students	Monthly meetings/ongoing (Aug 2011-May 2012)  December 2011
Provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory	ELAC Meeting <i>Mi Familia</i> Meetings PTSA Meetings	Principal ELAC members <i>Mi Familia</i> members PTSA members	October 2011 February 2012 April 2012
Survey Parents annually regarding programs, safety, and satisfaction	“On-Line” Parent Survey/offered at Back to School Night at TCK in computer lab “On-Line” parent Survey/offered at “Open House” at TCK in computer lab		September 2011 April 2012
Involving parents from underrepresented student populations as partners in their child’s education by helping them understand our academic programs, state and federal requirements, state standards, their role in their child’s education	“Coffee with the Principal” Meetings School Site Council Meetings ELAC meetings SAC Meeting <i>Mi Familia</i> Meetings Parent Link Phone Communications	Principal Classroom teachers Outreach Worker Parents/Guardians	Weekly/Monthly

	<i>Tiger Tales</i> Newsletter		
Continue to build the capacity of the SSC, SAC, ELAC, PTSA	“Coffee with the Principal” Meetings School Site Council Meetings SAC Meetings ELAC Meetings ELAC Meetings PTSA Meetings	Principal SSC members SAC members ELAC members Mi family members PTSA members	Monthly
Develop strong relationships with parents and community	“Coffee with the Principal” Meetings Award nights (Scholar Leap Nights, Million Word Reader Nights, Math Scholar Nights, etc.) Parent Link Phone system <i>Tiger Tales</i> newsletter	Principal Outreach Worker Classroom teachers Parents/guardians	Monthly
Develop strong relationships between students and TCK staff	Morning opening Classroom instruction TI groupings ELD groupings Lunch recess ASES Program	Principal Title One teacher Classroom teachers Paraprofessionals Campus Supervisors ASES staff	Daily

## Budgets

Budget Sources	Title I	Prof Dev 10%	Parent Inv	EIA/LEP	EIA/SCE	SIP	Total
Carryover				\$7,933.00	\$998.00		\$8,931.00
Allocation	\$200,003.00	\$22,222.00	\$4,692.00	\$40,671.00	\$68,167.00	\$10,620.00	\$346,375.00
							\$0.00
<b>Totals</b>	<b>200,003.00</b>	<b>22,222.00</b>	<b>4,692.00</b>	<b>48,604.00</b>	<b>69,165.00</b>	<b>10,620.00</b>	<b>\$355,306.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>	<b>EIA/LEP</b>	<b>EIA/SCE</b>	<b>SIP</b>	<b>Total</b>
<b>Goals</b>							
<b>Goal 1: English Language Arts</b>							
Language Arts supplemental materials, equipment, supplies	5,000.00				365.00	120.00	\$5,485.00
Teacher Support (Title One Teacher0	65,800.00				10,000.00		\$75,800.00
Teacher Support (Paraprofessional /MZ)	23,200.00				15,800.00		\$39,000.00
Teacher Support (Paraprofessional I/TR)					3,300.00		\$3,300.00
Teacher Support (Paraprofessional/LB)	38,000.00						\$38,000.00
Support (Title One Teacher/SN)					14,700.00		\$14,700.00
Maintain Licenses (Reaissance Place) for Technology	5,000.00						\$5,000.00
Bellwork	5,000.00						\$5,000.00
Upgrade Computers						5,200.00	\$5,200.00
Upgrade Library Materials					1,000.00		\$1,000.00
							\$0.00
<b>Goal 1 Totals</b>	<b>142,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>45,165.00</b>	<b>5,320.00</b>	<b>\$192,485.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>	<b>EIA/LEP</b>	<b>EIA/SCE</b>	<b>SIP</b>	<b>Total</b>
<b>Goal 2: Mathematics</b>							
Bellwork	5,000.00						\$5,000.00
Upgrade Computers						5,200.00	\$5,200.00
Maintain Licenses (Renaissance Place) for Technology	15,000.00				5,000.00		\$20,000.00
Mathematical supplemental materials, equipment, supplies	5,000.00					100.00	\$5,100.00
							\$0.00
<b>Goal 2 Totals</b>	<b>25,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>5,300.00</b>	<b>\$35,300.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>	<b>EIA/LEP</b>	<b>EIA/SCE</b>	<b>SIP</b>	<b>Total</b>
<b>Goal 3: English Learner Support</b>							
EL Tutoring (After School)				9,500.00			\$9,500.00
SpanishTranlator Time Sheeting				504.00			\$504.00
Teacher Support (Title One Teacher)				19,000.00			\$19,000.00
Teacher Support (Title One Teacher/SN)				15,000.00			\$15,000.00
							\$0.00
<b>Goal 3 Totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>44,004.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$44,004.00</b>

	Title I	Prof Dev 10%	Parent Inv	EIA/LEP	EIA/SCE	SIP	Total
<b>Goal 4: Equitable Environment</b>							
Profession Development (Frank Meder)		1,000.00					\$1,000.00
Student Planners	4,800.00						\$4,800.00
EL Supplemental Materials				4,600.00			\$4,600.00
Teacher Support (Outreach Worker)	28,200.00				19,000.00		\$47,200.00
							\$0.00
<b>Goal 4 Totals</b>	<b>33,000.00</b>	<b>1,000.00</b>	<b>0.00</b>	<b>4,600.00</b>	<b>19,000.00</b>	<b>0.00</b>	<b>\$57,600.00</b>
	Title I	Prof Dev 10%	Parent Inv	EIA/LEP	EIA/SCE	SIP	Total
<b>Professional Development</b>							
Thinking Maps Training for Tots (Trainers of Teachers)	0.00	13,000.00	0.00	0.00	0.00	0.00	\$13,000.00
Professional Development(Teacher Training)	0.00	5,000.00	0.00	0.00	0.00	0.00	\$5,000.00
Subtitute Costs for Professional Development	0.00	3,200.00	0.00	0.00	0.00	0.00	\$3,200.00
	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
<b>Professional Development Totals</b>	<b>0.00</b>	<b>21,200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$21,200.00</b>
	Title I	Prof Dev 10%	Parent Inv	EIA/LEP	EIA/SCE	SIP	Total
<b>Parent Involvement</b>							
Parent Newsletter/Communication with Parents	0.00	0.00	1,000.00	0.00	0.00	0.00	\$1,000.00
Workshops for Parents	0.00	0.00	1,517.00	0.00	0.00	0.00	\$1,517.00
Family Extended Library Time	0.00	0.00	500.00	0.00	0.00	0.00	\$500.00
Parent Daycare Services	0.00	0.00	675.00	0.00	0.00	0.00	\$675.00
Mi Familia Events	0.00	0.00	1,000.00	0.00	0.00	0.00	\$1,000.00
	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
<b>Parent Involvement Totals</b>	<b>0.00</b>	<b>0.00</b>	<b>4,692.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$4,692.00</b>
	Title I	Prof Dev 10%	Parent Inv	EIA/LEP	EIA/SCE	SIP	Total
<b>Account Balances</b>	<b>3.00</b>	<b>22.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$25.00</b>

### School Site Council Membership

Name	Represents			Term Ends
	Parent/ Community	Staff	9-12 Student	
Chairperson Ray Shermantine	X			2012
Aisha Fernandez	X			2012
Anthony Ratto	X			2012
Megan Warren	X			2013
Donna Robertson		X		GATE
Anne Klein		X		Classified
Patti Gibson		X		2012
Jerri Rincon		X		2013
Kelly Sandstrom		X		Principal
Kate Vizcarra		X		2013

## Assurances

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and stat law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the English Learner Advisory Committee, School Advisory Committee and Community Advisory Committee for Special Education Programs.
4. The school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students.
5. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met.
6. This school plan is based on a thorough analysis of student academic performance. The actions proposed form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school plan was adopted by the School Site Council at a public meeting on December 14, 2011.

Attested by:

\_\_\_\_\_  
SSC Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date