

Single Plan For Student Achievement

For School Year 2007-08

Tully C. Knoles

CDS Code: 39-68569-6041933

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on

Single Plan For Student Achievement

About this School

OUR VISION AND MISSION

The mission of Tully C. Knoles is to maximize the academic and social skills of our students. In order to achieve this, we administer multiple assessments to every child so we are able to "meet them where they are." We use a wide variety of teaching strategies to serve students with various learning styles to achieve advanced or proficient status in the California State Content Standards.

SCHOOL PROFILE

Tully C. Knoles is a school in the Lincoln Unified School District with a long history of community support and parent involvement. We currently have 860 students enrolled in pre-kindergarten through eighth grade. Our student population is comprised of approximately 40% Hispanic students, 36% European-American students, 15% African-American students, and 6% Asian American. According to our free and reduced lunch applications, 69% of our students are from low-income families. The needs of our students have gradually changed over the years, and our school population now includes fewer percentages of students with limited proficiency in English. A changing population has brought challenges for our staff to refine and improve curriculum and instruction. The educational leaders of Tully C. Knoles 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 schoolwide environmental plan called the NEX Generation, have been the impetus which have resulted in significant increases in student performance. Special education staff may serve non-identified, general education students, as appropriate.

In 2006 – 07, Tully C. Knoles increased its Academic Performance Index (API) by a total of 45 points and met all of its No Child Left Behind Annual Measurable Objectives (AMO) for the first time. As a result, TCK was presented the San Joaquin A+ Award for Best New Innovative Program. In 2006 - 07, Tully C. Knoles students scores increased again. All AMO targets expectations for No Child Left Behind were met for both mathematics and Language Arts. All statistically significant subcategory targets for NCLB were also met. API scores increased by a total of 14 points and all but one subcategory met the Academic Performance Index targets. As a result, TCK has been awarded the prestigious Golden Bell Award for Closing the Achievement Gap by the California School Boards Association for 2007.

Two significant changes to the school environment have occurred as well. With the reconstitution of Village Oaks School, Tully C. Knoles has absorbed 195 new students and eleven new teachers. The school facility is also being transformed reaping the rewards of the Measure P Bond. It is expected that in early 2008 the school will have a new administration office; modular classrooms and other significant school plant improvements have already been completed.

Analysis of Current Educational Practice

Single Plan For Student Achievement

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

Teachers use state and board adopted materials, adhere to state standards, and classroom curriculum, and materials are aligned to grade-level standards. Students below grade level receive additional support through supplemental programs (Accelerated Reader, Math Facts in a Flash, Accelerated Math, etc)

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

All classes have grade-appropriate instructional materials. All classes have intervention materials for students performing below standards and extension materials for students above grade-level standards.

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

Site funded professional development focuses on state standards. Student assessment data was analyzed to determine professional development needs. The leadership team was consulted to determine professional needs. The analysis of student data showed that in 2007 - 08 staff development would focus on the implementation of DATA DIRECTOR, 6 Traits of Writing, and Thinking Maps.

4. Services provided by the regular program to enable under-performing students to meet standard:

Classroom teachers, administration, and the Title I teacher have a system for identifying underperforming students. Underperforming students have their core academic program supplemented in both Language Arts and mathematics. The extended time comes in blocs of time ranging from 30 to 40 minutes.

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

SIP funds are used to support under-performing students and board adopted goals. TCK is becoming a schoolwide Title I program and has an after school program funded by ASES. TCK also benefits from a \$10,000 grant to support students grades 6 - 8 after school, three days a week.

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

State and local assessments are analyzed by the administrative staff. The administrative staff works with teachers to modify classroom instruction. State and local assessments are analyzed by general education, Title I, and special education teachers. This information is used to modify instruction.

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

Data showed teachers who experienced low student performance represented 6% of our total staff.

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

TCK has worked to develop parent involvement and has been rewarded by increased parent involvement in ELAC (English Language Acquisition Committee), The Latin Parent Committee, and The Parent Institute for Quality Education. TCK's PTSA has expanded its reach to include families by offering multiple and highly diversified activities.

9. School, district and community barriers to improvements in student achievement:

The biggest struggle facing our school is the high transiency rate of some of our families. Multitudes of families move in and move out of our school each year. The result is that we are in a constant state of teaching new students our program. This has a real and direct affect on our ability to have a consistent clientele base.

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

TCK is at a point where teachers have the opportunity to teach because our school culture of achievement allows for it. The greatest need faced by the staff at TCK is time to meet, discuss student performance, then plan and share ideas. This limitation has a significant negative impact on the students of TCK.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

Mathematics

Increase Math Proficiency

All students will reach their highest academic potential in mathematics.

Reading/Language Arts

Increase Reading/Language Arts Proficiency

All students will reach their highest academic potential with a current emphasis on Reading/Language Arts.

School Climate

School Climate

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Parent Outreach to Underrepresented Families

TCK will continue to develop its outreach program to underrepresented subgroup families. Starting in October and running through December parents will be provided free classes from the Parent Institute for Quality Education. It is our goal to educate parents and family members to better understand the public school system and of the opportunities available to find high quality education for themselves and their children. The emphasis will be on getting TCK students to believe that college is a viable part of their future.

TCK will work to expand the membership of its ELAC and Mi Familia groups by connecting the members of each organization through their participation in the Parent Institute for Quality Education and the Lincoln Latin Leadership Program.

Technology

Increase Student Access to Technology

All students will reach their highest potential when given an opportunity to access the best of available technology.

Single Plan For Student Achievement

Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase Math Proficiency

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students, including those who are, Educationally Disadvantaged, Socioeconomically Disadvantaged, English Language Learners, GATE, Hispanic, Caucasian, African American, and Students with Disabilities.

Performance Gains

Students are going to meet or exceed 60% advanced or proficient in mathematics in all measured grade levels in Spring 2010.

The percentage of Educationally Disadvantaged students scoring proficient or advanced will increase from 48.8% to 53% in Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 41.4% to 48.0% in Spring 2008.

The percentage of English Language Learners scoring proficient and advanced will increase from 42.3% to 49% in Spring 2008.

The percentage of Hispanic scoring proficient and advanced will increase from 42.3% to 48% in Spring 2008.

The percentage of GATE students scoring proficient and advanced will be 100%

The percentage of Caucasian students scoring proficient and advanced will increase from 63.6% to 69% in Spring 2008.

The percentage of African American students scoring proficient and advanced will increase from 32.0% to 42.0% in Spring 2008.

The percentage of Students with Disabilities scoring proficient and advanced will increase from 13.3% to 38% in Spring 2008.

Single Plan For Student Achievement

Means Evaluating

- District Benchmark assessments
- Curriculum-embedded assessments
- Site-identified portfolio assessments
- Administrative "walk through" observation with emphasis on successful direct instruction practices.

Group Data

Mathematics baseline and continuing data provided by CST math scores in grades 2 - 8 and district summative assessments in grades K - 1. Benchmark assessments will be developed through DATA Director. School level use of district approved materials and strategies for the core, supplemental and intervention programs.

Description of Specific Actions to Improve Educational Practice

Extended Learning Time

Means of Achievement: Extended learning time

Tasks: Students in grades 6, 7, & 8 will be given an opportunity to learn grade level, pre-Algebra and Algebra standards. For students struggling to meet standards a math lab will be provided (grades 7 & 8) for 45 minutes a day. For students who do not have access to the math lab, students will be given the opportunity to participate in the TCK Homework Club (3 days a week; 1 hour per/day; with teacher and tutors), grades 6 - 8.

Measures: Star Math, District Assessments, Benchmark Assessments.

People Assigned: After School Director, Three Teachers, After School District Representative (Tutors)

Start Date: 10/22/2007

End Date: 5/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
City of Stockton Grant	Staff, tutors	\$10,000.00

Single Plan For Student Achievement

Additional Math Time Added to School Day

Means of Achievement: Increased educational opportunity

Tasks: Students at risk of not meeting standard in pre-Algebra or Algebra in grades 7 & 8 are provided an addition 45 minute math lab in lieu of an elective period.

Students taking Algebra are provided an additional 45 minute period of Algebra instruction in lieu of an elective period

Students in grades 3 - 8 have their direct classroom instruction supplemented using Accelerated Math and Math Facts in a Flash. Additional time is coordinated into the weekly schedule of primary and intermediated teachers.

Measures: Star Math, District Benchmark Assessments, Program Tracking Statistics

People Assigned: Classroom Teachers

Start Date: 8/23/2007

End Date: 6/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part D, Enhancing Education Through Technology	Accelerated Math Scanners	\$3,200.00
AB825 Block Grants	Forms, Supplies	\$1,000.00

Single Plan For Student Achievement

Goal: Increase Reading/Language Arts Proficiency

Goal Statement

All students will reach their highest academic potential with a current emphasis on Reading/Language Arts.

Student Group

All students, including those who are Educationally Disadvantaged, Socioeconomically Disadvantaged, English Language Learners, Hispanic, Caucasian, African American, and Students with Disabilities.

Performance Gains

Students are going to meet or exceed 60% advanced or proficient in Reading/Language Arts in all measured grade levels in Spring 2010.

The percentage of Educationally Disadvantaged students scoring proficient or advanced will increase from 46.5% to 52.0% in Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 38.8% to 46.0% in Spring 2008.

The percentage of English Language Learners scoring proficient and advanced will increase from 43.6% to 50% in Spring 2008.

The percentage of Hispanic scoring proficient and advanced will increase from 42.7% to 49% in Spring 2008.

The percentage of GATE students scoring proficient and advanced will be 100%.

The percentage of Caucasian students scoring proficient and advanced will increase from 59.4% to 64% in Spring 2008.

The percentage of African American students scoring proficient and advanced will increase from 26.0% to 38.0% in Spring 2008.

The percentage of Students with Disabilities scoring proficient and advanced will increase from 11.1% to 38% in Spring 2008.

Means Evaluating

District Benchmark assessments

Curriculum-embedded assessments

Site-identified assessments

CELDT scores

Staff Completion of 6 Traits of Writing training

Administrative "walk through" observation with emphasis on successful direct instruction practices.

Group Data

Reading/Language Arts baseline and continuing data provided by CST Language Arts scores in grades 2 - 8 and district summative assessments in grades K - 1. Performance of EL students will be disaggregated from district benchmark assessments, CST results, and report cards. Analysis of student work, specifically writing samples representative of the different aspects of the 6 Traits of Writing.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Increase Reading/Language Arts Proficiency

Means of Achievement: Staff development and professional collaboration

Tasks: Staff will be trained and be provided with planning time to consistently instruct students across grade levels using terminology and strategies from the 6 Traits of Writing for both the critical thinking aspects of reading comprehension and writing.

Staff development and grade level planning time will be dedicated to learning the strategies of "Thinking Maps". Staff will pilot particular maps in teaching students to analyze text and stories, and in preparation for writing.

Measures: CST Language Arts and Writing Assessments, STAR Reading, Reading Plus Data Sets, Accelerated Reader Data Sets.

People Assigned: Principal, Title I/ELL Teacher, Leadership Team, Grade Level Teachers

Start Date: 8/23/2007

End Date: 6/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Block Grant	\$2,000.00

Increase Reading/Language Arts Proficiency

Means of Achievement: Increased educational opportunity

Tasks: Students who are less than proficient in Reading/Language Arts will be provided with supplemental reading instruction utilizing Reading Plus grades 4 - 8.

Students who are less than proficient in Reading/Language Arts will be provided with supplemental reading instruction using Rigby Book Series, Running Record (Houghton Mifflin & Rigby) Grades 1 - 3, and SIPPS Grades K - 2.

Students who are struggling with "sound symbol" connections in pre-school, K, & 1 will receive supplemental reading instruction utilizing Fletcher's Place.

Measures: Reading Plus Data Sets, Rigby Running Record, District Summative Assessments K - 1, and ILPs.

People Assigned: Title I/ELL Teacher, Staff, Outside Agency (Fletcher's Place)

Start Date: 10/15/2007

End Date: 5/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	SIP	\$2,500.00

Single Plan For Student Achievement

Reading/Language Arts

Means of Achievement: Extended learning time

Tasks: Students in the after school program, Title I program, Resource, and Special Day class will develop their academic language using the English in a Flash computer program.

Measures: CST Language Arts, Benchmark Level Results, Star Reading

People Assigned: After School Coordinator, Title I teacher and paraprofessional, Resource teacher and paraprofessional, and SDC teacher and paraprofessional.

Start Date: 12/1/2007

End Date: 6/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	English in a Flash	\$2,500.00

Single Plan For Student Achievement

Goal: School Climate

Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Student Group

All students and their families.

Performance Gains

Since implementing the NEX Generation Plan two years ago, TCK scores have increase 59 points. It is the intent that the NEX Generation Plan will continue to play a significant role in the school earning a targeted 36 point API increase in 2008.

Average Daily Attendance will increase school wide from 95.57% to 96.5%.

Suspension incidents will decrease from 307 to 275.

Means Evaluating

CST Results
Attendance
Discipline data

Group Data

Baseline data from Power School (attendance data, discipline data, etc.) CST Scores, AYP & API for 2008.

Description of Specific Actions to Improve Educational Practice

Safe and Orderly Campus

Means of Achievement: Monitoring program implementation and results

Tasks: TCK will continue to develop its award winning NEX Generation Plan. All students and staff will participate. The challenge for TCK will be teaching 195 new students and 11 new staff members the strategies that make the program work. All new staff members have been trained in conducting class meetings from expert consultant Frank Meder. Mr. Meder will provide all staff training, observations, and feedback on eight different occasions throughout the 2007 -08 school year.

Measures: Anecdotal evidence provided from Mr. Meder, the Leadership Team and Dr. Nicholas.
Attendance data and Suspension incident analysis from 2007, & 2008.
CST results 2007 & 2008

People Assigned: Consultant, Principal, Assistant Principal, Title I Teacher, Leadership Team.

Start Date: 8/23/2007

End Date: 6/8/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Consultant	\$8,000.00
AB825 Block Grants	Supplemental materials	\$1,000.00

Single Plan For Student Achievement

Goal: Parent Outreach to Underrepresented Families

Goal Statement

TCK will continue to develop its outreach program to underrepresented subgroup families. Starting in October and running through December parents will be provided free classes from the Parent Institute for Quality Education. It is our goal to educate parents and family members to better understand the public school system and of the opportunities available to find high quality education for themselves and their children. The emphasis will be on getting TCK students to believe that college is a viable part of their future.

TCK will work to expand the membership of its ELAC and Mi Familia groups by connecting the members of each organization through their participation in the Parent Institute for Quality Education and the Lincoln Latin Leadership Program.

Student Group

Parents of students from all families

Classes are provided to parents and family members in English and Spanish.

Parent participation in ELAC meetings and Mi Familia events.

Performance Gains

Parents earn a certificate of completion for fully participating in the program.

Increases CST results from student populations representing Socioeconomically Disadvantaged students, English Language Learner students, Hispanic, Caucasian, and African American subgroup students.

Means Evaluating

Total number of parents earning a certificate

Parent survey from program evaluation

CST results

Group Data

Certification numbers

Survey

CST scores

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Description of Specific Actions to Improve Educational Practice

Parent Outreach to Underrepresented Populations

Means of Achievement: Involvement of staff, parents and community

Tasks: Parents interested in learning more about the public school system and in gathering information about how to get their children into college are taking a nine week class presented by the Parent Institute for Quality Education. Classes are being provided in Spanish and English.

Measures: Parents earning certificates of completion
Increase numbers in PTSA resulting from participation in program

People Assigned: Principal, Outreach Workers, Title I/ELL teacher

Start Date: 10/1/2007

End Date: 12/4/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Title I	\$5,500.00

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Goal: Increase Student Access to Technology

Goal Statement

All students will reach their highest potential when given an opportunity to access the best of available technology.

Student Group

All students in the after school program and grades 4 -6, including those who are Educationally Disadvantaged, Socioeconomically Disadvantaged, English Language Learners, Hispanic, Caucasian, African American, and Students with Disabilities.

Performance Gains

Students are going to meet or exceed 60% advanced or proficient in Reading/Language Arts in all measured grade levels in Spring 2010.

The percentage of Educationally Disadvantaged students scoring proficient or advanced will increase from 46.5% to 52.0% in Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 38.8% to 46.0% in Spring 2008.

The percentage of English Language Learners scoring proficient and advanced will increase from 43.6% to 50% in Spring 2008.

The percentage of Hispanic scoring proficient and advanced will increase from 42.7% to 49% in Spring 2008.

The percentage of GATE students scoring proficient and advanced will be 100%.

The percentage of Caucasian students scoring proficient and advanced will increase from 59.4% to 64% in Spring 2008.

The percentage of African American students scoring proficient and advanced will increase from 26.0% to 38.0% in Spring 2008.

The percentage of Students with Disabilities scoring proficient and advanced will increase from 11.1% to 38% in Spring 2008.

Means Evaluating

District Benchmark assessments

Curriculum-embedded assessments

Site-identified assessments

Program Benchmark Level attainment

Group Data

Reading/Language Arts baseline continuing data provided by the CST Language Arts scores for students in the after school program and grades 4 - 6 and district summative assessments for students in the after school program and grades 4 - 6.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Increase Reading/Language Arts Proficiency

Means of Achievement: Increased educational opportunity

Tasks: Students in the after school program and students in grades 4 - 6 will have access to a mobile computer lab of 35 computers. Students will have access to all computer generated programs; in particular, students will have access to English in a Flash.

Measures: CST Language Arts, English in a Flash Benchmark Levels, STAR Reading Inventory

People Assigned: After School Coordinator, 4 - 6 Teachers

Start Date: 1/5/2008

End Date: 6/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	ASES	\$42,000.00

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Amy Phipps	Parents	953 - 8775	11/27/2007
Ann Klien	Paraprofessional Staff	953 - 8775	11/27/2007
Ben Knight	Teachers	953 - 8775	11/27/2007
Illian Ortiz	Parent/ ELAC Committee	953 - 8775	11/27/2007
Katherine Setness	Parents	953 - 8775	11/27/2007
Kristy Aguire-Kimball	Parents/GATE	953 - 8775	11/27/2007
Lucy Perez	Parents	953 - 8775	11/27/2007
Lynn Delfatti	Teachers	953 - 8775	11/27/2007
Stacey Byrne	Parents	953 - 8775	11/27/2007
Victoria Colburn	Teachers	953 - 8775	11/27/2007

Single Plan For Student Achievement

Recommendations

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:

- | | Approval Date |
|---|----------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 11/27/2007 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. 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. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| State Compensatory Education Advisory Committee | |
| Special Education Advisory Committee | |
| School Health Council | |
| Gifted and Talented Education Advisory Committee | 11/27/2007 |
| English Learner Advisory Committee | 11/27/2007 |
| 6. 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, including those found in district governing board policies and in the Local Improvement Plan. | |
| 7. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. | |
| 8. The school plan was adopted by the council on: | 12/7/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | |
| 11. School Site Plan Approved: | |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Attested:

Dr. Kirk Nicholas		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date