

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

Single Plan for Student Achievement  
2015-2016

Board Approved: February 16, 2016



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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, Pledges**

### **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.”

### **PLEDGES**

“I will try my best.”

“I will learn from my mistakes.”

“I will never give up.”

“I will encourage others.”

## Federal Accountability

**District Status:** Title I Program Improvement status for 2014-2015 is pending. Adequate Yearly Progress cut points have not been released yet.

### Title I: 2012-2013 & 2013-2014

<b>Program Improvement</b>	<b>Annual Yearly Progress (AYP) Status</b>	<b>Groups not meeting Annual Measurable Objectives</b>
Year: 2014-2015	Pending	
Year 2013-2014 Year 3	No Change due to the suspension of the STAR testing	

### Title III:

	<b>Annual Measurable Objective 1</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 3</b>	<b>Annual Measurable Objective 3</b>
	<b>Annual Growth In English</b>	<b>Attaining English Proficiency in Less than 5 years</b>	<b>Attaining English Proficiency 5 or more years</b>	<b>Percent Proficient or above in English Language Arts</b>	<b>Percent Proficient or above in Mathematics</b>
<b>2014- 2015 Target</b>	60.5%	24.2%	50.9%	TBD	TBD
<b>Percent Met AMAO 2014-2015</b>	67.3%	30.5%	68.9%	Pending	Pending
<b>2013-2014 TARGET</b>	59.0%	22.8%	49.0%	NA	NA
<b>Year: 2014-2015</b>	Year 2014-2015	Year 2014-2015	Year 2014-2015	Year 2014-2015	Year 2014-2015

## Federal Accountability

**School Status: Tully Knoles**

Title I Program Improvement status for 2014-2015 is pending. Adequate Yearly Progress cut points have not been released yet.

### Title I: 2013- 2014 & 2014- 2015

<b>Program Improvement</b>	<b>Annual Measureable Objectives Status:</b>	<b>Groups not meeting Annual Measurable Objectives</b>
Year: 2014-2015 Pending	Pending	
Year 2013-2014 Year 4	No Change due to the suspension of the STAR testing	

### Title III:

	<b>Annual Measurable Objective 1</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 3</b>	<b>Annual Measurable Objective 3</b>
	<b>Annual Growth In English</b>	<b>Attaining English Proficiency in Less than 5 years</b>	<b>Attaining English Proficiency 5 or more years</b>	<b>Percent Proficient or above in English Language Arts</b>	<b>Percent Proficient or above in Mathematics</b>
<b>Target 2014- 2015</b>	60.5%	24.2%	50.9%%	TBD	TBD
<b>Percent Met AMAO 2014 - 2015</b>	61.9%	31.3%	61.5%	Pending	Pending
<b>2013-2014 Target</b>	59%	22.8%	49.0%%	NA	NA
<b>Percent Met AMAO 2013-14</b>	63.0%	35.0%	66.0%	-	-

## 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 759 students enrolled in kindergarten through eighth grade. Our student population is comprised of 56.8% Hispanic students, 17.4% White students, 12.9% of African American students, 7.6% Asian American students, 2.6% Filipino students, 1.5% of American Indian/Alaskan students, and 1.8% of Pacific Islander students. According to our free and reduced lunch applications, 88% of our students are from low-income families. We are currently providing a free breakfast to ALL STUDENTS at Tully C. Knoles School. The needs of our students have gradually changed over the years, and our population now includes a higher percentage of students (20%) with limited proficiency in English. A changing population has brought challenges requiring our staff to refine and improve curriculum and instruction. The educational leaders of Tully C. Knoles School use Common Core standards-based instruction, data analysis, interactive, and collaborative 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 Scholar Plan, have been the impetus that has resulted in significant increases in student performance. The Scholar plan is our school's rules and routines that both the staff and students of Tully Knoles School follow. As part of this plan our students begin the day together in the multi-use room for breakfast and an inspirational message delivered by members of our teaching staff. This on site ritual strengthens the relationships at our site and establishes the mind set for the day. In addition, the middle school students assemble each morning in the quad for morning announcements and goal setting. During lunch, we continue to utilize our time together by recognizing our scholars. For the first fifteen minutes of each lunch period, the teachers stay with their class, while they eat and we recognize students for reaching their reading and math goals by calling their name over the microphone and having them come up to receive a star that is then placed on the walls surrounding our MUR. During this designated time we also recognize students for completing their Read to Win! Logs, those who have earned "caught you being good" and many other student accomplishments. We also have monthly school wide Friday Flag Salutes on the playground.

The staff has been involved in district-wide Professional Development at all grade levels in an effort to fully implement the Common Core State Standards. This training has included a large infusion of technology including Google classroom, Live Binder, Learn 360 and more. They have also participated in the Discovery Learning PD and are fully infusing technology into daily instruction. In grades K-3, the teachers continue to receive ongoing Professional Development in the area of reading fundamentals from CORE, Consortium on Reading Excellence. The teachers at TCK receive ongoing on site coaching from our site assigned CORE coach. Our administrator and Title I teacher also receive ongoing PD and coaching support from CORE. Our teachers and our administrator have also participated in PD on the new ELD standards and have received on site coaching from Annie Duong from the SJCOE. At Tully Knoles School, we have also chosen to be trained by Mrs. Janet Ghio, former Lincoln High School teacher, to use Reading Apprenticeship strategies in Grades 4-8. We are currently training our new 5<sup>th</sup> grade teachers in year 1. For Grades 4-5, we are in Year 3 of using Reading Apprenticeship strategies. These teachers are receiving continued coaching from Mrs. Ghio in Reading Apprenticeship strategies. In addition, one of our 7/8 ELA teachers serves as a lead teacher for RAWC, Reading Apprenticeship Writing Connections. We also utilize the district Instructional Coaches to provide on site coaching in this and other areas related to CCSS. The use of Thinking Maps has been a strong focus of Professional Development here at TCK over the past few years. We are currently focusing on Thinking Maps training for our teachers that are new to our site. They will receive training and coaching in the use of Thinking Maps. We are also providing our teachers with the digital version of Great Minds Eureka, entitled Eureka Digital Suite. This allows teachers to receive Professional

Development videos for every CCSS aligned math lesson at every grade level. This resource will be further supported through the district instructional coaches providing additional classroom coaching support.

We recently completed training our newer teachers in No Bully. We now have 100% of our staff trained in No Bully. We also sent a small group composed of teachers, counselor and administrator, to the No Bully Solution team training. This group will have ongoing support and coaching from Linda Fisher, our No Bully Solution team trainer and we are committed to fully implementing the No Bully Solution team model, here at TCK. All of our fifth graders are participating in Mock Trials through the San Joaquin County Courthouse program. The students develop and debate fictitious cases before the presiding judge and local attorneys. Judge Barbara Kronlund and a group of local attorney's have volunteered to work with our students throughout this process. We have also contracted with SJCOE to participate in the TOPS science program. We will have ongoing science lessons and PD provided to our site with an experienced scientist/educator. We will primarily focus on the in class lessons in grade 5. However, many of the other components of the program will be school wide, for example, the Star Lab. We offer many opportunities for student success after school. Our fourth grade students are participating in Mathletes. We offer the Reading Academy for our 3<sup>rd</sup> grade students who are in need of additional instruction in reading. We have after school music instruction available for those interested. We also have 3 credentialed teachers that offer tutoring on-site for struggling learners supplemented by our ASES program. Tully Knoles School is also host to the SES (Supplemental Education Services) program which 641 TCK students qualified to receive SES services. 125 students signed up for the SES services.

Tully C. Knoles has become a "school to watch" in the Stockton community because of continued academic improvements because of TCK's unique and effective Scholar Plan. In 2007, Tully Knoles won the Golden Bell Award for the implementation of the NEX Plan, which has been updated and refined into the Scholar Plan, which we currently use. At TCK, every student knows that he/she is a scholar and each student has established his/her pathway to meet that goal. We make the following pledges, "We do our best, we learn from our mistakes, we encourage others, and we never give up." At Tully C. Knoles we celebrate important character traits that we believe help to develop a well-rounded school. Each month two students from each homeroom class, in Grades K-8, will be awarded a certificate. The following are the character traits that we are celebrating for the current school year: September- Responsibility, October- Self-Control, November/December- Respect, January- Honesty/Integrity, February- Kindness, March-Curiosity, April- Grit. The students proudly receive their certificates each month during our lunchtime scholar rituals and their photographs are featured on the walls of our multi-use room along with the character trait definition they are awarded for.

Our entire staff is "highly qualified" with the exception of two teachers who are not. We currently have 32 full time staff members. We have one part time staff member (special education), one 90% intervention teacher and one full time speech teacher. At Tully C. Knoles School, there are two full-time paraprofessionals in our Title One program and six in special education programs, one librarian, one full time counselor, a part time counselor, and one full time security officer. We also have two music teachers who, between the two of them, teach general music, strings, choir, and band to our aspiring musicians. Fairly new to Tully Knoles School are our bilingual (Spanish-speaking) paraprofessional and our bilingual interpreter (Spanish-speaking). Twenty-five of the teachers have had experience working at Tully C. Knoles School for a minimum of five consecutive years. We also are proud to offer pre-school at our site. We have 3 preschool classrooms; together they provide outstanding early education to 150 students from our Tully C. Knoles community. One important part of the TCK "experience" is our ASES (After School) Program. Six classified staff members provide additional tutoring, clubs, and physical education for up 3 ½ hours after the school day has ended.

We also have 3 credentialed teachers that offer 1 hour of tutoring through the ASES program. We currently have enrolled 120 students, Grades 1-8. Our current PTSA board has successfully promoted and elicited strong parent and community involvement at Tully C. Knoles School. We always look forward to our culminating PTSA event in the spring, to celebrate the end of another successful school year.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LANGUAGE ARTS**

**LCAP GOAL:**

- The percentage of K-3 students able to read at grade level will increase by 10% over the previous year.

**SCHOOL GOAL:**

- The percentage of K-3 students able to read at grade level will increase by 10% over the previous year as measured by MAP and Common Core State Standards (CCSS) interim assessments and CAASPP assessments.

**LCAP GOAL:**

- By 2016, students leaving Grade 3, not reading at grade level, will decrease by at least 10% over the previous year.

**SCHOOL GOAL:**

- By 2016, students leaving Grade 3, not reading at grade level, will decrease by at least 10% over the previous year.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
2013-2014 CELDT Results 2014-2015 CELDT Results Fall 2015 ELA MAP Data Spring 2015 Reading MAP Data 2014-2015 SBAC Results	Spring CAASPP ELA data for grade 3 showed 73% of students performed at/near or above the reading standards.  Fall 2015 MAP scores showed 56% of 3 <sup>rd</sup> grade students were at or above grade level based on their RIT score.  Spring 2014 ELA MAP scores, 42% of 81 of TCK's 3 <sup>rd</sup> grade students were at Grade Level based on the End of the Year Mean RIT score.  The Fall 2015 CELDT data showed that 44.4% of the English learners in 3 <sup>rd</sup> grade scored Early Advanced or Advance on the CELDT.	An increased number of students scoring 4 or 5 on the CELDT  Spring 2016 Reading MAP scores  Spring 2016 Common Core State Standards interim assessments (CCSS) and CAASPP results

	The 2014 CELDT scores showed 43% of the EL students tested were “early advanced” or “advanced” school-wide (Grades K-8)	
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**STRATEGY:** K-3 teachers will use CORE reading strategies and SIPP strategies to fill in gaps in the reading skills of individual students. Skills will be identified for strategic reading instruction and reading fluency practice.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
CORE reading assessments/ FALL/WINTER/SPRING	Classroom teachers	Administering CORE reading assessments, progress monitoring & differentiating instruction, Coaching Set weekly individual AR reading goals ELD taught daily	LCAP/\$500.00 Title One/\$7,155.00
BPST assessments/FALL	Classroom teachers	Administering BPST assessments	Title One/\$100.00
CORE assessments/FALL	Classroom teachers	Administering CORE assessments	Title One/\$100.00
Divide students into skill needs based groups/EVERY 4 WEEKS	Title One teacher/EL teacher, Classroom teachers, Primary Language paraprofessional	Using small groups to practice phonological awareness, decoding and fluency six week cycle, differentiating instructions	Title One/\$100.00
Set goals for individual students in the Accelerated Reading (AR) program/QUARTERLY	Classroom teachers/Title One teacher	Using Read Naturally program and CORE to target weak reading skills in students	Title One/\$1500.00
Language Arts LITERACY BLOCK/Flexible Groupings	Classroom Teacher Title One Teacher	Small group instruction using CORE strategies and DIBELS assessments	LCAP
After School Tutoring/4 DAYS a week	After School Instructional Teacher	“At Risk” 3rd grade students can attend tutoring after school for academic support	LCAP
Administer the CELDT/FALL K-3 students participate in the	Title One teacher/Title One paraprofessional	Administering CELDT in Fall 2015 and Fall 2016 UOP student athletes come in and read to students. They	LCAP Free community resource

Read to Win! Program through UOP	Classroom Teacher/students	stress the importance of literacy and education. Students keep monthly reading logs and earn tickets to UOP athletic events. These are awarded at Scholar time in the MUR during lunch.	LCAP/LCFF
K-3 teachers will work with district coaches and outside consultants to incorporate Integrated language development into daily lessons to help EL develop their language skills	Teachers/coaches	Teachers will participate in professional learning about the ELD standards and the new ELA/ELD framework.  Teachers will have the opportunity for follow up coaching and support in the classroom as they integrated language development into their lessons throughout the day.	

**STRATEGY:** Grade 3 Language Arts Intervention teacher will work with the most “at risk” Grade 3 students in Reading using CORE strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Assessing most “at risk” Grade 1 & 3 students	Classroom teachers/Title One Teacher	Administering CORE reading assessments Set weekly individual AR reading goals, supply systematic explicit instruction in reading	LCAP/\$500.00
After School Tutoring provided to “at risk” students/4 days a week/After school	Grade 3 Language Intervention teacher	Administering continual reading assessments/Progress Monitoring/DIBELS Assessment	LCAP
		Small group instruction using CORE strategies and DIBELS assessments	LCAP
		Tracking specific reading skills targeted for strategic reading instruction, practicing fluency skills, etc.	LCAP
Using <i>Accelerated Reader</i> program/DAILY	Classroom teacher/Intervention teacher	Taking AR tests to improve word counts and reading comprehension	Title One/\$1500.00

**LANGUAGE ARTS**

**LCAP GOAL:**

- Students with disabilities and “at risk” learners receiving intervention (both academic and behavioral) will demonstrate growth adequate for their unique learning needs as measured by CAASPP, MAP, IEP goals, behavior support plans.

**SCHOOL GOAL:**

- Students with disabilities will demonstrate adequate growth for unique learning needs as measured by CAASPP, MAP, IEP goals, behavior support plans.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Fall 2015 MAP Reading Data Spring 2015 MAP Reading Data  IEP goals  2015 Spring CAASPP results  Behavior support plan	28% of students with disabilities meeting, nearly meeting or exceeding standards on the 2015 Spring ELA CAASPP	Spring 2016 MAP Reading scores  Fall 2015 MAP Reading scores  Spring 2016 Common Core State Standards interim assessments (CCSS) and CAASPP results  Annually monitoring IEP goals  Monitoring behavior support plans

**STRATEGY:** Both RSP (Resource) teachers and SDC (Special Day Class) teachers will use Thinking Maps strategies, Reading Apprenticeship strategies, and Common Core strategies to strengthen reading skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Thinking Maps/Graphic Organizers/DAILY	Classroom teachers, Title One teacher, paraprofessionals	Identify which Thinking Map to use when reading Teachers receiving Professional Development/N. Wager	Title One Professional Development/\$2,500.00
Using <i>Accelerated Reader</i> program/DAILY	Classroom teachers	Taking AR tests to improve word counts and reading comprehension	Title One/\$1500.00 (licenses)

Building strong Academic Vocabulary/WEEKLY	Classroom teachers	Using context clues and evidence from text to support answers	
Using/Reading Expository texts (or magazines)/ WEEKLY	Classroom teachers	Reading for informational text from classroom libraries	Title One/\$1000.00 (Expository texts, Scholastic magazines)
Language Arts LITERACY BLOCK/Flexible Groupings	SDC Teacher RSP Teacher Title One Teacher	Small group instruction using CORE strategies and DIBELS assessments	LCAP
Professional Development (Reading Apprenticeship)/3 TIMES A YEAR	Classroom teachers, Title One teacher, Special Education teachers	Teachers analyzing best practices and strategies/J. Ghio	Title One Professional Development/\$3,672.00

### LANGUAGE ARTS

**LCAP GOAL:**

- The percentage of 4<sup>th</sup> - 8<sup>th</sup> grade students writing proficiently across content areas will increase by 10% from the previous year.

**SCHOOL GOALS:**

- By June 2016, students in Grades K-8 school-wide will read 250,000,000 words in the Accelerated Reader Program (RA) at 85% reading comprehension.
- By June 2016, 50% of students in Grades 6-8 will read 1,000,000 words with 85% reading comprehension as measured by the Accelerated Reader Program (RA).
- By June 2016, 50% of students in Grades 5 will read 750,000 words with 85% reading comprehension as measured by the Accelerated Reader Program (RA).
- By June 2016, 50% of students in Grades 4 will read 500,000 words with 85% reading comprehension as measured by the Accelerated Reader Program (RA).
- By Spring 2016, the percentage of 4<sup>th</sup> – 8<sup>th</sup> grade students meeting or exceeding standards in the reading section of the CAASPP will increase by 10%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Renaissance Place Spring 2015 Data	Spring Renaissance Place 2015 data shows that TCK scholars read, 202,370,522 words school-wide	Renaissance Place Spring 2016 Data
Fall 2015 Reading MAP Data		Spring 2016 MAP scores
2014-2015 Reading MAP Data	Spring Renaissance Place 2015 data shows that	Common Core State Standards interim

<p>Fall 2014 Reading MAP data</p> <p>2014-2015 CAASPP ELA results</p>	<p>there were students that reached– 1 million word readers, – 2 million readers, and -3 million word readers.</p> <p>Spring 2015 CAASPP Reading data for grade 4 showed 64 % of the students scored at/near or above grade level on the reading standards.</p> <p>In 2014, 75% of the 4<sup>th</sup> graders were Proficient or Advanced on the ELA CST.</p> <p>Spring 2015 CAASPP Reading data for grade 5 showed 52% of the students scored at/near or above grade level on the reading standards.</p> <p>On the Fall 2014 MAP, 59% of the 91 5<sup>th</sup> Graders were meeting the national reading MAP norm.</p> <p>Spring 2015 CAASPP Reading data for grade 6 showed 56 % of students scored at/near or above grade level on the reading standards.</p> <p>On the Fall 2014 MAP, 58% of the 93 6<sup>th</sup> Graders were meeting the national reading MAP norm.</p> <p>Spring 2015 CAASPP reading data for grade 7 showed 55 % of students are at/near or above grade level on the reading standards.</p> <p>On the Fall 2014 MAP, 58% of the 78 7<sup>th</sup> Graders were meeting the national reading MAP norm.</p> <p>Spring 2015 CAASPP Reading data showed 77% of 8<sup>th</sup> grade students scored at/near or</p>	<p>assessments (CCSS) and CAASPP</p>
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	above grade level on the reading standards.  On the Fall 2014 MAP, 47% of the 74 8 <sup>th</sup> Graders were meeting the national reading MAP norm.	
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**STRATEGIES:** In Grades K-8, TCK scholars will independently reading across the curriculum to increase reading comprehension and make deeper meaning of academic materials (expository and fiction).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Prioritize SSR/DAILY	Classroom teachers/Students	Set individual Accelerated Reader Goals Earn Stars/Medals when reach goals	Title One/\$500.00
Language Arts LITERACY BLOCK/Flexible groupings	Classroom Teacher Title One Teacher	Small group instruction using CORE strategies and DIBELS assessments for progress monitoring	LCAP
Mock Trials Provide Language! as an intervention for Grades 4-8 students (qualifying under established criteria)/DAILY Using <i>Accelerated Reader program</i> /DAILY	Teacher/students Language! Teacher	Students read, write, debate & present cases Teach Language! to SWD and to Below Basic students daily	Free community resource LCAP
Using/Reading Expository texts (or magazines)/WEEKLY	Classroom Teacher	Taking AR tests to improve word counts and reading comprehension	Title One/\$1,500.00 (licenses)
Using/Reading Expository texts (or magazines)/WEEKLY	Classroom Teacher	Reading for informational text from classroom libraries	Title One/\$1,000.00
Academic Conferences/TWICE A YEAR	Classroom teachers, Title One/ Academic Support Team	Analyzing student work (QUARTERLY)	Title One/\$3,712.00

## LANGUAGE ARTS

**LCAP GOAL:**

- The percentage of 4<sup>th</sup>-12<sup>th</sup> grade students writing proficiently across content areas at grade level will increase by 10% measured by district-developed metrics.

**SCHOOL GOAL:**

- The percentage of 4<sup>th</sup>-8<sup>th</sup> grade students writing proficiently across content areas at grade level will increase by 10% as measured district-developed metrics.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District-Interim Assessments CCSS interim assessments CAASPP Spring 2015 assessments	The results for the writing claim for 2015 CAASPP show the following percent of students are meeting, nearly meeting or exceeding standards: 4 <sup>th</sup> grade: 63% 5 <sup>TH</sup> grade: 61% 6 <sup>th</sup> grade: 81% 7 <sup>th</sup> grade: 77% 8 <sup>th</sup> grade: 85% This will serve as the baseline data.	District-Interim Assessments Reviewing grade level CCSS Interim Assessments CAASPP results in Spring 2016

**STRATEGY:** Students in Grades 4<sup>th</sup> - 8<sup>th</sup> will use Thinking Maps, Reading Apprenticeship strategies, and Common Core strategies to strengthen writing skills at each grade level.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Using Thinking Maps/Graphic Organizers/DAILY	Classroom teachers/Students	Identifying which Thinking Map to use when writing	Title One Professional Development/\$ 2,500.00
Providing opportunities to write/DAILY	Classroom teachers	Using author’s chair and other motivational strategies for students to write	
Using Sentence Frames/WEEKLY	Classroom teachers/Students	Identifying which sentence frame is appropriate for assigned writing	Title One/\$100.00

Using Reading Apprenticeship (RA practices)/DAILY	Classroom teachers/Students	Students will use “talking to the text” and other RA practices (i.e., word sandwiches, etc.)	Title One Professional Development/\$3,672.00
Modeling/Writing Persuasive and Argumentative pieces/WEEKLY	Classroom teachers/Students	Citing/Identifying passages as evidence for persuasive and argumentative writing	
ELA Professional Development/8 DAYS	Classroom teachers	Teachers analyzing best practices and strategies	LCAP
Teachers will incorporate more Integrated language development into their lessons to help EL access grade level core content	Teachers	Teachers will participate in professional learning to learn more about the ELD standards and the new ELA/ELD framework.  Teachers will have the opportunity for follow up support from district coaches and a consultant from SJCOE	LCAP

**MATHEMATICS**

**LCAP GOAL:**

- The percentage of K-8<sup>th</sup> students scoring proficient will increase by 10% per grade level as measured by Common Core State Standards interim assessments and CAASPP results.

**SCHOOL GOAL:**

- The percentage of K- 8<sup>th</sup> students scoring proficient will increase by 10% per grade level as measured by Common Core State Standards interim assessments and CAASPP results.

**LCAP GOAL:**

- By 2016, students leaving Grade 5, not performing at grade level, will decrease by at least 10% over the previous year.

**SCHOOL GOAL:**

- By 2016, students leaving Grade 5, not performing at grade level, will decrease by at least 10% over the previous year.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Spring 2015 CAASPP data</p> <p>Fall 2015 Math MAP scores</p>	<p>Spring 2015 CAASPP Math data for 3<sup>rd</sup> grade showed 81% of students scored at/near or above standards.</p> <p>Spring 2015 CAASPP Math data for grade 4 showed 72% of students scored at/near or above standards.</p> <p>Spring 2015 CAASPP Math data for grade 5 showed 50% of students scored at/near or above standards.</p> <p>Spring 2015 CAASPP Math data for grade 6 showed 60% of students scored at/near or above standards.</p> <p>Spring 2015 CAASPP Math data for grade 7 showed 50% of students scored at/near or above standards.</p> <p>Spring 2015 CAASPP Math data for grade 8 showed 60% of students scored at/near or above standards.</p>	<p>Spring 2016 Math MAP scores</p> <p>2016 Common Core State Standards interim assessment (CCSS)</p> <p>CAASPP</p>

**STRATEGY:** Grade K-8 students will use the 8 mathematical practice standards to solve Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Using <i>Engage New York</i> curriculum DAILY	Classroom Teacher	Teaching basic math concepts (using manipulatives) related to daily living skills	LCAP
Providing an Accelerated Math course for 6 <sup>th</sup> graders and 7 <sup>th</sup> graders	Grade 6 Classroom TCK Teacher Grade 7/8 Classroom CL Teacher	Teaching accelerated math courses and providing advanced math opportunities	LCAP
Provide PD videos for every math lesson	Teacher/student	Great Minds Eureka-Eureka Digital Suite <a href="http://greatminds.net/store">http://greatminds.net/store</a>	
Emphasize open ended word problems/WEEKLY	Classroom Teacher/Students	Providing daily practice with real-life application problems	General
Using RA strategies to comprehend word problems/WEEKLY	Classroom Teacher/Students	Talking to the text, looking for key terms, re-writing the problem, draw a visual representation	Title One Professional Development/\$3,672.00
Using Thinking Maps' strategies/WEEKLY Using problem-solving strategies in order to solve word problems/WEEKLY	Classroom Teacher/Students	Utilizing graphic organizers in teacher instruction and in student practice	Title One Professional Development/\$2,500.00
Participate in district Mathletes program Reflecting on the uses of the math practice standards in solving word problems/DAILY	Teacher/students Classroom Teacher/Students	Provide Mathletes after school for 5 <sup>th</sup> grade students Writing or discussing their thinking of math practices used	LCAP General (materials)
Providing After School tutoring support/4DAYS A WEEK	After School Instructional Teacher	"At Risk" 5 <sup>th</sup> grade students can attend math tutoring after school for academic support	LCAP General

Teachers will incorporate more Integrated language development into their lessons to help EL access grade level core content	Classroom Teaches	Teachers will participate in professional learning to learn more about the ELD standards and the new ELA/ELD framework.  Teachers will have the opportunity for follow up support from district coaches and a consultant from SJCOE	
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**STRATEGY:** Grade 5 Math Intervention teacher will work with the most “at risk” Grade 5 students in math using Common Core standards using *Engage New York* curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Assessing Most “at risk” Grade 5 students	Classroom teachers/Intervention teacher	Administering <i>Engage New York</i> Module assessments	LCAP
After School Tutoring provided to “at risk” students/4 days a week/After school	Grade 5 Language Intervention teacher	Administering continual math assessments/Progress Monitoring  Small group instruction using 8 mathematic practices	LCAP  LCAP
Practicing <i>Math Facts in a Flash</i>	Classroom teachers Interventions teacher	Tracking basic math skills, (multiplication facts, adding, re-grouping, etc.) and building to solving grade level appropriate math problems  Practicing all levels of Math Facts in a Flash to strengthen basic math skills	LCAP  Free Resource

## MATHEMATICS

**LCAP GOAL:**

- Annually, 85% of all students with disabilities will make more than one year's growth in Mathematics as measured by MAP and/or CCSS interim assessments.

**SCHOOL GOAL:**

- 45% of all students with disabilities will make more than one year's growth in Mathematics as measured by MAP and/or CCSS interim assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Spring 2015 MAP math data	In spring of 2015, 14% of students with disabilities met, nearly met or exceeded the standards on the math section of the CAASPP	Spring 2016 MAP Math scores
Fall 2015 MAP math data		Common Core State Standards interim assessments (CCSS)
Spring 2015 SBAC scores		CAASPP

**STRATEGY:** RSP (Resource) teachers and SDC (Special Day Class) teachers will build intervention opportunities for students and RSP students and SDC students will have additional time/practice for basic math concepts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Using <i>Engage NewYork</i> curriculum DAILY	Classroom teacher/students	Teaching basic math concepts (using manipulatives) related to daily living skills	LCAP
Providing additional instructional time (possible TI time for K-5)/DAILY	Classroom teacher	Allowing more practice on math concepts, Grades 6-7 math lab opportunity for practice Mathletes for Grade 5	Title One/\$100.00
Using <i>NumberTalk</i> concepts/WEEKLY	Classroom teacher/students	Teaching a variety of math methods that solve a math problem	LCAP
Using <i>Math Facts in a</i>	Classroom teacher/students	Practicing basic math skills	Free Resource

<i>Flash/DAILY</i> Adjusting Pacing Guide/QUARTERLY	Classroom teachers	Deepening students' understanding of math material(s)	
Professional Development/ 8 DAYS	Classroom teachers	Analyzing best practices, coaching support	LCAP

## Science Action Plan

**LEA GOAL:**

- The number of 5<sup>th</sup> grade students scoring advanced or proficient on the CST-science test will increase by 10%
- The number of 8<sup>th</sup> grade students scoring advanced or proficient on the CST-science test will increase by 10%.
- The number of 10<sup>th</sup> grade students scoring advanced or proficient on the CST-science test will increase by 10%.

**SCHOOL GOAL:**

- The number of students in 5<sup>th</sup> and 8<sup>th</sup> grades scoring advanced or proficient on the CST-science test will increase by 10%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Spring 2015 CST data	78% of our 8 <sup>th</sup> grade students were at or above the grade level standard on the CST.  45% of our 5 <sup>th</sup> graders were at or above the grade level standard on the CST	Spring 2016 CST data
Spring 2014 CST data		
Spring 2013 CST data		

**STRATEGY:** Students in Grades 7-8 will use NGSS (Next Generation Science Standards) strategies will add more purposeful depth and understanding of the science curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Presented with “real word” science problems/DAILY	Classroom teacher	Making a design that solves the problem, build one’s own design (if possible), collect empirical and theoretical data, and evaluate and critique one’s on design	
Providing opportunities for open-ended experiments and simulations/WEEKLY	Classroom teacher	Analyzing, evaluating and refine methods of other groups to redefine methods	

Weaving interdisciplinary topics (reading, writing, debate, etc.) into earth, physical, and life sciences/WEEKLY	Classroom teacher	Comparing and contrasting disciplines	
Provide integrated ELD for English learners to help them access grade level science content	Classroom teachers		

**ENGLISH LEARNERS**

**LCAP GOAL:**

- The students enrolled in U.S. schools for 6 or more years scoring proficient in English as measured by the CELDT and /or ELPAC will increase by 10%.

**SCHOOL GOAL:**

- The number of English learners enrolled in U.S. schools for 6 or more years scoring proficient or higher in English as measured by the CELDT and/or ELPAC will increase by 10%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Fall 2015 CELDT Data</p> <p>Spring 2015 ELA MAP Data</p> <p>2014-2015 CELDT Data</p> <p>Fall 2013-2014 CELDT Data</p>	<p>Fall 2015 CELDT data showed that there were 13 TCK EL students (Grades 6-8) who had been in U.S. schools for 6 or more years who took the CELDT exam that scored Early Advanced or Advanced.</p> <p>During the 2014-2015 school year, 28 English learners in grades 6-8 scored Early Advanced or Advanced on the CELDT.</p> <p>According to 2013-14 CELDT Data, 44% of TCK’s EL students scored Early Advanced or Advanced on the CELDT as compared to the LUSD district at 32.4%.</p> <p>According to the 2013-14 CELDT Data, 28% of English learners scored above the mean in Reading on the MAP in Grades K-8.</p>	<p>2014-2015 CELDT Data</p> <p>2015-2016 CELDT Fall Data</p> <p>Spring 2016 Common Core State Standards interim assessments (CCSS)</p> <p>CAASPP results</p> <p>ELPAC</p>

**STRATEGY:** EL students will use/build strong Academic (Content) Language using EL strategies (i.e. GLAD, *Read Naturally*, Thinking Maps, TOPS, Reading Apprenticeship, etc.)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Previewing Academic Vocabulary (expository and nonfiction)/WEEKLY	Classroom teacher/Title One teacher	Selecting unknown words from text using integrated and designated ELD time.	Title One/\$500.00 TOPS/\$1,400.00
Using Thinking Maps/Graphic Organizer/ONGOING	Classroom teachers/Title One teacher/Students	Determining which Thinking Map is appropriate to enhance/develop meaning of academic language	Title One Professional Development/\$2,500.00
Providing DESIGNATED ELD DAILY for a minimum of 30 minutes	Classroom teachers/Title One teacher	Using ELD strategies/curriculum (i.e., ELD curriculum, GLAD, <i>Read Naturally</i> , Thinking Maps, etc.)	Title One/\$500.00 (materials)
Language Arts LITERACY BLOCK	Classroom teachers/Title One teacher	Instructional coaching and support will be provided to help implement the new ELA/ELD framework recommendations.	LCAP
Reading orally using classroom materials/DAILY	Classroom teachers/Title One teacher/Students	Using CORE strategies and DIBELS assessments for progress monitoring  Read naturally out loud as a whole class	Title One/\$250.00 (materials)

**ENGLISH LEARNERS**

**LCAP GOAL:**

- The number of students who have achieved proficiency will increase by 10%, and will additionally demonstrate academic proficiency as measured by CAASPP.

**SCHOOL GOAL:**

- The number of students who have achieved proficiency will increase by 10% as measured by CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Fall 2015 CELDT Data</p> <p>Spring 2015 Reading MAP Data</p> <p>2014-2015 CELDT Data</p> <p>Fall 2013-2014 CELDT Data</p> <p>Spring 2015 SBAAC Data</p>	<p>Fall 2015 CELDT data showed that there were 33 TCK EL students (Grades 6-8) who had been in the U.S. for 6 or more years, who took the CELDT exam.</p> <p>13 TCK EL (Grades 6-8) students scored Early Advanced or Advanced on the CELDT.</p> <p>Spring 2015 SBAAC ELA data showed 65% of the EL students scored at/near or above grade level standards in reading.</p> <p>According to 2013-14 CELDT Data, 44% of TCK's EL students scored Early Advanced or Advanced on the CELDT as compared to the LUSD district at 32.4%.</p> <p>According to the 2013-14 CELDT Data, 28% of TCK's EL students scored above the mean in Reading on the MAP in Grades K-8.</p>	<p>Spring 2015 MAP scores</p> <p>2015-16 CELDT data</p> <p>Spring 2016 Common Core State Standards interim assessments (CCSS)</p> <p>CAASP results</p>

**STRATEGY:** EL students will build reading comprehension through Thinking Maps, Reading Apprenticeship strategies, and CCSS strategies, EL strategies will be taught cross curricular (across all subjects).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Thinking Maps/Graphic Organizers/WEEKLY	Classroom teachers/Title One teacher/Students	Identify which Thinking Map to use when reading	Title One Professional Development/\$ 2,500.00
Using Reading Apprenticeship (RA) program/WEEKLY	Classroom teachers/Title One teacher/Students	"Talking to the Text" and other strategies that build reading comprehension	Title One Professional/\$3,672.00

Using EL strategies/DAILY	Classroom teachers/Title One teacher/Students	Using GLAD strategies and visual realia to solidify learning making abstract ideas more concrete	Title One/\$100.00
Building strong Academic Vocabulary/WEEKLY	Classroom teachers/Title One Teacher/Students	Using expository text and <i>Read Naturally</i> strategies	Title One/\$100.00
Language arts LITERACY BLOCK	Classroom teachers/Title One Teacher/Students	Using CORE strategies and DIBELS assessments for progress monitors	LCAP
Using/Reading Expository texts/WEEKLY	Classroom teachers/Title One Teacher/Students	Using context clues and evidence from text to support answers; using strategies to read for information	Title One/\$500.00 (materials)
Providing DESIGNATED ELD classes for 30 minutes/DAILY	Classroom teachers/Title One teacher/Paraprofessionals	Using ELD strategies/curriculum for Integrated and designated ELD time. PD and follow-up coaching on the ELD standards by Annie Dong of SJCOE	LCAP
Providing translation(s) for Spanish-Speaking students/Daily	Primary Language Teacher	Translating at all activities and events involving parents and the community at Tully Knoles School	LCAP
Providing academic support for Spanish-speaking students/DAILY	Bi-Lingual Interpreter/ Bi-Lingual Paraprofessional/Title One Teacher	Supporting Spanish-speaking students in the classroom during Literacy Block	LCAP
Communicating with parents/QUARTERLY	DO Services Principal	Creating/Providing the Parent Institute Newsletter Weekly Phone Messages	Parent Involvement/\$244.00
EL Professional Development/ 4 DAYS	Classroom teachers	Teachers analyzing best practices and strategies. Participating in PD & follow-up coaching on integrated and designated ELD standard with Annie Duong-SJCOE	LCAP

**ACHIEVEMENT GAP**

**LCAP GOAL:**

- By 2016, there will be an increased enrollment in AP and Honors courses while students achieve success in these advanced courses.

**SCHOOL GOAL:**

- By 2016, 40% of TCK students will be enrolled in 8<sup>th</sup> Grade Honors classes (science) at Tully Knoles School.

**LCAP GOAL:**

- Students identified as gifted learners will access opportunities for enrichment with their area of interest.

**SCHOOL GOAL:**

- By 2016, 5% of TCK GATE students will be enrolled in a 5<sup>th</sup>/6<sup>th</sup> Accelerated math course or a 7<sup>th</sup>/8<sup>th</sup> Grade Accelerated math course.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
MAP (Math) Scores Spring 2015 Student Math Grades for Spring 2014	For the 2014-2015 school year (4 <sup>th</sup> year of Honors Science course), 34% of the 8 <sup>th</sup> grade students at TCK were enrolled in Honors Science	Spring 2016 Common Core State Standards interim assessments (CCSS)
MAP (Math) Scores Spring 2014 Student Math Grades for Spring 2014	For 2013-2014 school year (3 <sup>rd</sup> year of Honors Science course), 37.3% of 8 <sup>th</sup> grade students at TCK were enrolled in Honors Science	CAASPP results and student Science grades from Spring Semester 2016
MAP (Math) Scores Spring 2013 Student Math Grades Spring 2013	For the 2012-2013 school year (2 <sup>nd</sup> year of Honors Science course), 23% of 8 <sup>th</sup> grade students at TCK were enrolled in Honors Science	TOPS evaluations
Spring 2015 CST science scores Spring 2015 SBAC scores	For the 2014-2015 school year, 5 students are enrolled in a 6/7 compressed math course that is taken at CL.	Look at the grade Spring 2016 MAP in math

**STRATEGY:** Students in Grades 7-8 will use NGSS (Next Generation Science Standards) strategies to add more purposeful depth and understanding of the science curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Presented with “real word” science problems/DAILY	Classroom teacher	Making a design that solves the problem, build one’s own design (if possible), collect empirical and theoretical data, and evaluate and critique one’s own design	
Providing opportunities for open-ended experiments and simulations/WEEKLY	Classroom teacher	Analyzing, evaluating and refine methods of other groups to redefine methods	
Weaving interdisciplinary topics (reading, writing, debate, etc.) into earth, physical, and life sciences/WEEKLY	Classroom teacher	Comparing and contrasting disciplines	

**STRATEGY:** Students in Grades 6-8 will use Common Core strategies to add more purposeful depth and understanding of the math curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Providing an Accelerated Math course for 6 <sup>th</sup> graders and 7 <sup>th</sup> graders	Classroom teacher	Teaching accelerated math courses and providing advanced math opportunities	LCAP
Presented with “real word” math problems/DAILY	Classroom teacher	Analyzing, evaluating and refine methods of other groups to redefine methods of solving math problems	LCAP
Providing opportunities for open-ended math	Classroom teacher	Comparing and contrasting disciplines	LCAP

**ACHIEVEMENT GAP**

**LCAP GOAL:**

- All students will graduate from high school.

**SCHOOL GOALS:**

- ALL TCK 8<sup>th</sup> Grade Scholars will fulfill the requirements of the LUSD 8<sup>th</sup> Grade Promotional.
- TCK’s ASES Program will provide extended enrichment programs.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
TCK Courses provided for the 2014-2015 school year	ASES classes provided opportunities for TCK students during the 2014-2015 school year.	TCK Promotional Data
TCK Courses provided for the 2013-2014 school year	In the spring of 2014, 78 8 <sup>th</sup> grade students (including SDC students) were enrolled at TCK. 65 8 <sup>th</sup> grade students met the 8 <sup>th</sup> grade requirement and promoted. 13 students did not receive a promotional certificate.	Parent survey in Spring 2016 Parent survey in Spring 2015
2014-2015 ASES Enrollment	ASES classes provided opportunities for 120 TCK students during the 2013-2014 school year.	2015-2016 ASES enrollment

**STRATEGY:** The TCK ASES staff and TCK staff will provide enrichment programs for 120 Tully Knoles students exposing them to activities such as science experiments, math challenges, and writing opportunities that will expand student’s knowledge and experiences. Teachers will link academic content to art, music, and physical movement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Providing ASES physical activity opportunities/DAILY	ASES teachers/ASES paraprofessionals	Moving actively (i.e., running, walking, exercising with a guest fitness instructor, playing an organized game, etc.) for 1 hour of the ASES program	ASES/\$1,000.00
Providing ASES club opportunities/DAILY	ASES teachers/ASES paraprofessionals	Exposing students to “creative” activities using the mind and body (i.e., performing plays, creating balloon cars for competition, creating masks, etc.)	ASES/\$2000.00
Providing ASES tutoring/DAILY	ASES teachers/ASES paraprofessionals	Providing academic support and services	ASES/\$500.00 (materials)
Providing SES tutoring/SPRING	Outside Agencies	Providing academic support and tutoring	LCAP

**LCAP GOAL:**

- Lincoln Unified Schools will provide an equitable environment for all students.

**SCHOOL GOAL:**

- By the Spring 2016, at Tully Knoles School there will be a decrease by 50 suspensions.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Parent Survey (Spring 2015)	During the 2014-2015 school year, there was an overall school wide 10.5% of students with one or more suspensions. That was down from 2013-2014 overall school-wide 12.4% of students with one or more suspensions.	Total # of suspensions and citations by June 2015
Parent Survey (Spring 2014)		Total # of suspensions and citations by June 2016
Number of Suspensions Spring 2015		Total # of suspensions and citations by June 2016
Number of Suspensions Spring 2014		Total # of suspensions and citations by June 2016
Number of Citations Spring 2015		Total # of suspensions and citations by June 2016
Number of Citations Spring 2014		Total # of suspensions and citations by June 2016

**STRATEGY:** All TCK staff members will build relationships with individual students using NEX Generation procedures, classroom meetings, in-school detention (FOCUS CENTER), counseling, and No Bully Solution Teams.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Establish a Focus Center/Meets 3 Days a Week	Paraprofessional	Students will complete school work on campus for a school day being supervised by a paraprofessional; problem-solving and resolution(s) will be discussed	LCAP
Counseling Support/DAILY	Full Time Counselor Part time Counselor	Counselors will meet with academically “at risk” students.	LCAP
Extinguishing bully-like behaviors by students/AS NEEDED	Full Time Counselor Part Time Counselor	Following the guidelines for the No Bully Program/Solution Team	LCAP
Using DAILY Student Planners (Grades 4-6)	Classroom Teachers/Students	Teachers will provide activities/assignments that 4 <sup>th</sup> – 8 <sup>th</sup> grade students will record (track) in individual daily planners	Title One/\$3,782.00
Conducting Academic Support Team Meetings/MONTHLY	7 Staff Members (Principal, Title One teacher, Speech, Counselor, VCCS Counselor, Psychologist, RSP teacher)	Monitoring “at risk” students by conducting individual conversations about “at risk” students with academic concerns/Looks at DIBELS and MAP data	LCAP
Contacting Spanish-Speaking families	Primary Bilingual translator/Spanish-speaking paraprofessional	Building relationships with TCK families whose primary language is Spanish; Translating for Spanish-speaking parents after Principal assigns consequences.	LCAP
Translating documents to improve communication with home/WEEKLY	Primary Bilingual translator/Spanish-speaking paraprofessional	Documents will be translated into Spanish	LCAP

**LCAP GOAL:**

- Attendance rates will increase to a minimum of 95% at each site, and for sites already meeting 95%, the rate will be maintained or increased.

**SCHOOL GOAL:**

- By Spring 2016, at Tully Knoles School there will be an increase of attendance rate to 98% attendance school- wide.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
2014-2015 Attendance Data	<p>During the 2014-2015 school year, TCK’s average attendance was 94.7 %. Attendance for the following subgroups:            African American (93.4%)            SED (94.6%)            Hispanic (94.9%)            EL (96.0%)</p> <p>2014-2015, better communication between staff members</p> <p>2014-2015, all staff members followed the NEX plan consistently</p> <p>Classroom teachers (Grades K-5) use Classroom Meetings in an attempt to solve problems before resulting in a suspension.</p>	<p>Looking at attendance percentages in 2015</p> <p>Looking at attendance percentages in June 2016</p>

**STRATEGIES:** All TCK staff members will build relationships with individual students by following the Scholar Plan guidelines to improve attendance school-wide.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Establish a Focus Center/Meets 3 days a Week	Paraprofessional	Students will complete school work on campus for a school day being supervised by a paraprofessional; problem-solving and resolution(s) will be discussed	LCAP
Counseling Support/DAILY	Full Time Counselor Part time Counselor	Counselors will meet with academically “at risk” students and “at risk” with poor attendance	LCAP
Academic Support Team Meetings/MONTHLY	7 Staff Members (Principal, Title One teacher, Speech, Counselor, VCCS Counselor, Psychologist, RSP teacher)	Monitoring “at risk” students by conducting individual conversations and “at risk” students with poor attendance	
SARB (Student Attendance Review Board)/QUARTERLY	Counselor, Office Clerk, Principal	Paperwork managed that will eventually lead to a SARB referral OR a referral to HSA Services	LCAP
Making Parentlink Phone Calls/WEEKLY	Principal	Principal will leave weekly family phone messages about attendance and school activities	
Contact with Spanish-Speaking families Using computers/DAILY	Primary Bilingual translator/Spanish-speaking paraprofessional	Building relationships with TCK families whose primary language is Spanish	LCAP
Translating documents to improve communication with home/WEEKLY	Primary Bilingual translator/Spanish-speaking paraprofessional	Documents will be translated into Spanish	LCAP
Continue to provide No Bully training to staff			

**PARENT INVOLVEMENT PLAN**

**LCAP GOAL:**

- The district and school will annually increase opportunities for parent participation and education, using the 2013-2014 as a baseline.

**SCHOOL GOAL:** Annually increase the number of parents actively participating in their child’s education and in school activities, including but not limited to:

- Annual Title One Parent Meeting (Back to School Night): Discuss Title One Program, Review Title One Parent Involvement, Home/School Compact
- Parent-Teacher Conferences: Twice a Year, Offering flexible times for additional parent meetings throughout the year
- Parent Advisory Groups (SSC, SAC, ELAC, PTSA): Elections conducted, Scheduled meetings established
- Title One Meetings Conducted: Mornings, Monthly, *Coffee with the Principal*
- Increase PTSA membership
- Weekly Parent-Link Phone Calls
- Monthly Newsletters in Spanish and English

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
93 parent surveys collected for the 2014-15 school year	Parents feel that TCK is a safe place to send his/her scholar to school.	Parent surveys distributed at Scholar Goals Night (March 2015)
PSTA meeting sign-in sheets	Principal is approachable and listens to concerns from parents	Parent Survey distributed at Spring Awards night (March 2016)
SSC, ELAC, Title One Meetings sign-in Sheets	PTSA membership increased to 167 members for 2014-15 school year	PTSA Survey
Parents Link Phone Data	Parents are listening to Parent Link Phone calls from Principal regarding upcoming events - Weekly	Feedback survey from SSC, ELAC, and Title One Meetings  Parent Link Weekly Reports

**STRATEGY:** All TCK staff members will continue to encourage parents to be partners in their scholar’s education in ALL ways and opportunities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Parent Involvement Policy/FALL	Principal, Title One teacher, SSC, ELAC	Composing and distributing to ALL TCK parents	LCAP/copies
Parent Surveys/SPRING	Principal/Title One teacher, Leadership	Composing and distributing to parents in March 2014	LCAP/copies
School Site Council input/ English Language Advisor Committee input/MONTHLY	Principal, Title One teacher, SSC, ELAC	Discussing and approving Site Plan and budget	

### Parent Involvement- Title I Schools

Required Activities	Site Actions	People	Timeline
Annual Parent Meeting- discuss program, review Title I parent involvement policy	Back to School Night <i>Coffee with the Principal</i>	Principal, parent/guardians, community members, students	September 2015 October 2015 November 2015 February 2016 April 2016
Offer meetings at flexible times	Meetings offered before school, after school, and in evenings	Principal, parent/guardians, community members, students	September 2015 October 2015 December 8, 2015 February 2016 April 2016
Involve parents in planning, review and improvement of programs	School Site Council Meetings SAC Meeting DELAC Meeting ELAC Meetings PTSA Meetings	School Site Council members SAC members DELAC members ELAC members	SSC – Monthly 8/15-5/16 SAC- Sept. 2015, Dec. 2015, Feb. 2016 DELAC-Nov. 2015, Feb. 2016 ELAC-Oct. 2015, Dec. 2015, March 2016, May 2016
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 2015 February/March 2016

Joint development of home-school compact, describing the responsibilities of parents, school, and students.	Title One Meeting <i>Coffee with the Principal</i> School Site Council Meeting SAC Meeting ELAC Meeting PTSA Meeting	Principal, Parents/guardians, teachers, SSC members SAC members ELAC members	October 2015
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 PTSA Meeting	Principal, Parents/guardians, teachers, SSC members SAC members ELAC members	September 2015 October 2016 February 2016
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 Parent/Teacher Conferences (K-6) Arena Conferences PTSA meetings	Principal Teachers Parents/Guardians Counselor	September 2015 October 2015 February 2015 April 2015
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 Principal/Counselor PTSA board	August 2015 February 2016 Monthly
Coordinate/integrate parent involvement activities with preschool programs	Staff Meetings Registration PTSA Meetings	Principal TCK staff Preschool Staff	October 2015 March 2016 Monthly
Ensure that information is sent/provided to parents in a format/language that parents understand.	Tiger Tales newsletter Parent Link Phone messages Lincoln Latin Leadership members PTSA Meetings	Arturo Leyva-Zamora (bilingual translator) Rima Saleh (bilingual paraprofessional)	Monthly (Aug. 2015-June 2016)

Provide support for parent involvement activities as parents request.	PTSA Meetings Title One Meetings <i>Coffee with the Principal</i> SAC Meetings ELAC Meetings School Site Council Meetings Student Leadership La Posada Dance for the Love of the Children	Principal, teachers, parents/guardians, committee members, community members, students	Monthly meetings/ongoing (Aug 2015-May 2016)
Provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory	ELAC Meeting Parent Workshops PTSA Meetings	Principal ELAC members PTSA members	October 2015 December 2015 February 2016 April 2016
Survey Parents annually regarding programs, safety, and satisfaction	Parent Survey offered at Back to School Night and at ASES spring sign-ups		September 2015 April 2016
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	<i>Coffee with the Principal</i> Meetings School Site Council Meetings ELAC meetings SAC Meeting Parent Link Phone Communications <i>Tiger Tales</i> Newsletter	Principal Classroom teachers Counselor Safety Officer Parents/Guardians	Weekly/Monthly
Continue to build the capacity of the SSC, SAC, ELAC, PTSA	<i>Coffee with the Principal</i> Meetings School Site Council Meetings SAC Meetings ELAC Meetings PTSA Meetings	Principal SSC members SAC members ELAC members PTSA members	Monthly
Develop strong relationships with parents and community	<i>Coffee with the Principal</i> Meetings Award nights (Million Word Reader Nights, Character Awards, etc.) Parent Link Phone system <i>Tiger Tales</i> newsletter	Principal Counselor 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
Parents partnering in their children's education (i.e., Back to School, Coffee with the Principal, using Student Planners, attending Student Activities, e-mailing teachers, using <i>ARIES</i> and <i>enGrade</i> , School Messenger phone messages, Tiger Tales, Conferences, Lincoln Latin Leadership, offering tutorial services/SES, etc.	Back to School Night <i>Coffee with the Principal</i> PTSA meetings Conferences Lincoln Latin Leadership Meeting	Principal Classroom Teachers Title One Teachers Parents/Guardians	Ongoing
Conducting Annual Title One Meeting, Signing the annual Home/School Compact at Teacher Conference, Conducting a Parent Survey	Title One Meeting Conferences	Principal Classroom Teachers Title One Teacher	Annually

## Preschool Transition Plan

The Lincoln Unified Preschool Program has been designed to enable children to set their own goals and to work toward accomplishing these goals. We offer students opportunities within a carefully planned daily routine to work and play independently, make choices, pursue their own interests, and problem solve throughout the process. Children in the Lincoln Unified Preschool Program are assisted, guided and supported by adults who are aware of their developmental needs, and who will focus on the children's choices and decisions, strengths and areas of need.

We operate sixteen half-day preschool classes funded by the State and First 5 San Joaquin at four sites throughout the district (Colonial Heights, Lincoln Elementary, Tully C Knoles, and John R Williams). The hours of operation are as follows: 8am to 11am (morning classes) & 12pm to 3pm (afternoon classes).

### Instructional Program:

- Project Approach Curriculum
- Fletcher's Place
- Raising A Reader
- Desired Results System
  - Desired Results Developmental Profiles (DRDP 2015) completed in the Fall and Spring and shared during parent conferences two times per year
  - Early Childhood Environmental Rating Scale (ECERS)- completed once per year by staff and bi-annually by an outside agency
  - Desired Results Parent Survey- completed once per year by parents
  - Classroom Assessment Scoring System (CLASS)- completed bi-annually by an outside agency
- Ages & Stages Questionnaires (developmental assessment tool)- completed min. once per year by parents and scored by staff

### Collaboration/Transition to Kindergarten:

- Articulation meetings with preschool and kindergarten teachers-min once per year
- Transition activities (buddy reading, touring the kindergarten classroom, etc.)- min once per year (Spring)
- Academic Conferences- preschool special education staff and general education preschool staff meet throughout the year to case manage students on IEP's and discuss general education students who may need a Student Study Team meeting (2 times per site- min 10 meetings per year).
- Kindergarten Bridge Program- one-week prior to students starting kindergarten. Offered at each school site throughout the district to help ease the transition to kindergarten

### Parent Involvement:

- Countdown to Kindergarten calendars are distributed to all families who have children entering kindergarten. Kindergarten standards, tips for reading to children, age appropriate book titles, and free pre-academic skill building activities are presented in the calendar.
- School Readiness Advisory Committee- parents, staff and community members share ideas, thoughts, and suggestions regarding preschool and before/after school programs. The committee meets three times per year.
- Parent Education meetings are held at each preschool site throughout the district-min 4 per year. Topics include but are not limited to, Early Literacy, Healthy Choices, Positive Discipline, Parenting, Asthma awareness, Child Safety, etc.
- Parent Resource Centers are located in each preschool classroom. Parents have a variety of books to check out and use as needed.

## Budgets

Budget Sources	Title I	Prof Dev 10%	Parent Inv
Allocation	\$150,016.00	\$16,668.00	\$2,291.00
Salaries	\$138,458.00		
<b>Totals</b>	<b>11,558.00</b>	<b>16,668.00</b>	<b>2,291.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>
<b>Goals</b>			
<b>Goal 1: English Language Arts</b>			
CCSS Materials	480.00		
Renaissance Place (RA Licenses)	1,500.00		
Expository (non-fiction) materials	1,000.00		
<b>Goal 1 Totals</b>	<b>2,980.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>
<b>Goal 2: Mathematics</b>			
CCSS Math Materials	1,000.00		
<b>Goal 2 Totals</b>	<b>1,000.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Title I</b>	<b>Prof Dev 10%</b>	<b>Parent Inv</b>
<b>Goal 3: English Learner Support</b>			
Primary Language/EL Materials	1,000.00		
Classroom Libraries	1,000.00		
<b>Goal 3 Totals</b>	<b>2,000.00</b>	<b>0.00</b>	<b>0.00</b>

## Budgets

	Title I	Prof Dev 10%	Parent Inv
<b>Goal 4: Equitable Environment</b>			
Student Planners	3,782.00		
<b>Goal 4 Totals</b>	<b>3,782.00</b>	<b>0.00</b>	<b>0.00</b>
	Title I	Prof Dev 10%	Parent Inv
<b>Professional Development</b>			
Reading Apprenticeship PD Training		3,672.00	
Thinking Maps Training		2,500.00	
CORE		7,155.00	
TOPS		1,400.00	
Sub cost for PD	1,716.00	1,856.00	
<b>Professional Development Totals</b>	<b>1,716.00</b>	<b>16,583.00</b>	<b>0.00</b>
	Title I	Prof Dev 10%	Parent Inv
<b>Parent Involvement</b>			
Parent Institute Newsletter Subscription			244.08
Materials & Supplies for Parent Workshop			500.00
<b>Parent Involvement Totals</b>	<b>0.00</b>	<b>0.00</b>	<b>744.08</b>
	Title I	Prof Dev 10%	Parent Inv
<b>Account Balances</b>	<b>80.00</b>	<b>85.00</b>	<b>1,546.92</b>

<b>School Site Council Membership 2015-2016</b>				
<b>Name</b>	<b>Represents</b>			<b>Term Ends</b>
	Parent/Community	Staff	9 -12 Students	
Megan Warren	X			2017
Anthony Ratto	X			2017
Diane Beltz	X			2016
Jeanine Parker	X			2016
Armando Gonzalez	X			2016
Brooke Sims		X		2016
Susan DiSerio		X		GATE
Amelia Carlbom		X		2016
Christina Boettger		X		Principal
Marilyn Zetter		X		Classified

## 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 Site Council recognizes that:

- This plan coordinates and integrates federal, state, and local services and programs to best meet the needs of all students.
- The district recruits and hires teachers who are highly qualified and supports those teachers through professional development to help all teachers remain current and qualified.

The School Site Council acknowledges its responsibility to submit any parent comments of dissatisfaction regarding this plan with the submission of the school plan to the district.

The school plan was adopted by the School Site Council at a public meeting on 12/17/15

Attested by:

Jane Parker

12/17/15

Christina Beatty

12/17/15