

# The Single Plan for Student Achievement

**School:** Brook Knoll Elementary School  
**CDS Code:** 44 75432 6049936  
**District:** Scotts Valley Unified School District  
**Principal:** Joshua F. Wahl  
**Revision Date:** 10/10/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Brook Knoll Elementary School's Vision and Mission Statements

Our mission at Brook Knoll Elementary is to ensure that each student is valued, challenged, and successful. The purpose of our school is to provide a high quality education for all students through a coordinated curriculum with a strong academic focus. We will use a variety of teaching strategies learned through staff development to develop critical and creative thinking skills in students. We believe in student responsibility and involvement reinforced through regular assessments, effective homework, and feedback. We have high standards of expectations with recognition for student effort and achievement. We believe that development of student self-esteem, cooperative interactions, and positive problem solving skills are critical to student success. We will accomplish our mission through the collaborative efforts of the school, home, and community.

## School Profile

Brook Knoll, a California Distinguished School and Gold Ribbon Award winner, was constructed and opened its doors in 1964 as part of the Scotts Valley Unified School District. Incorporated in 1966, Scotts Valley is a quiet, family-oriented community located approximately 30 miles southwest of San Jose near the coastal resort of the Santa Cruz Mountains, where its inhabitants enjoy a mild climate and a safe, tight-knit community. Our Pre-K through 5th grade student population numbers approximately 550, and the demographics reflect our community with approximately 71% of our student population is Caucasian, 9% identify as 2 or more races including Caucasian, 8% Asian, 12% Hispanic or Latino, 3% African-American, 3% Native American, Filipino and other. About 10% of our students are socio-economically disadvantaged, 15% of our students have identified disabilities, and about 3% are English learners. There are approximately 25 classroom teachers, including general and special education, with additional resource support offered including OT, Speech, APE, School Psychologist, Counseling, Behavior Specialist, and a variety of enrichment teachers such as art, PE, life lab, computer lab, and music. Today, our goal at Brook Knoll is excellence. Our mission is to provide a high quality education for all students through a strong academic focus on common core state standards. We use a variety of teaching strategies continuously evolving through sustained staff development to engage our students in the 4 C's of the common core, including critical thinking, creativity, communication, and collaboration. We believe in student responsibility and engagement reinforced through regular assessments, effective homework and immediate feedback. We have high standards of performance and recognition programs for student effort and achievement. We believe in the development of student self-esteem through skill sets in cooperative learning strategies and positive problem solving so critical to student success now and in the long term as life-long learners. We embrace our mission through collaboration with our entire community including our school, our families and our community partners. With the support of our school community and the commitment of all staff members, Historically, Brook Knoll Elementary continues to make Adequate Yearly Progress each year and had continuous API growth with the last published API score of 921. The California Business for Education Excellence Foundation and Just for the Kids-California recognized the academic achievement of Brook Knoll students by placing Brook Knoll on their 2007-2012 Honor Roll for being in the top 6% of California Schools, based on test scores. For the 2015-2016 school year, Brook Knoll had the highest achievement in the county on the CAASPP. Brook Knoll is proud of its strong partnership with our parents and community. The combined staff and community resources have resulted in enhanced and extended educational opportunities for our students. Parent volunteers are highly respected and valued in our classrooms, playground, library, and office.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In 2015-16 a schoolwide survey, including parents, teachers, and students was conducted by Brook Knoll's Site Council. The next like survey for 2016-17 is scheduled on or before early spring 2017.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

- Each year the results of the State testing program(s) (California Standards Tests/CAASPP) are used to analyze performance and to identify areas of for improvement.
  - Staff analyzes individual and grade level data.
  - Report card data is compiled at the end of each trimester for individual classes, grade levels, to analyze performance.
  - Staff is trained in the use of an online report card
  - Common benchmark assessments (which assess performance on grade level content standards) are an integral part of the report card. Teachers use formative and summative data to inform and guide instruction.
  - Grade level teachers use the grade level performance data to collaborate and share instructional strategies and resources.
- \*STAR Accelerated Reader Assessments and Lexia to support curriculum and instruction.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Report card data is compiled at the end of each grading period throughout the year for each individual class and grade level. Benchmark assessments are an integral part of the report card data. Teachers use their individual class data to inform and modify their instruction to increase student achievement. Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance.

The principal, along with grade level teacher leaders, facilitate the analysis of student achievement data using both state and local assessments. Staff and the School Site Council use the information to set goals and direct resources for improved student achievement.

Students participate in district Math and Language Arts assessments, given three times per year in grades K-1, and 4 times per year 2nd through 5th. Data talks surrounding the information occur at both the district and site levels. The results drive our instructional/intervention programs.

District has purchased a data management program, Illuminate, to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data. Every teacher will be trained to use Illuminate. District Benchmark Assessments are given two times yearly in both English Language Arts and Mathematics.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence. Teachers have a deep understanding of the content they teach and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and School Administrator are highly qualified educators under NCLB.

### 5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies including, but not limited to: SVMI, MAC assessments, MARs tasks, Reader's and Writer's Workshop, GLAD, and Harmony.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards based instructional materials. The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Continued practice and implementation of research-based SDAIE and GLAD strategies to increase learning for our English Learner students.
- Math professional development through the Silicon Valley Math Initiative (focus on problem solving)
- \* ELA professional development through Momentum in Teaching for Reader's and Writer's Workshop training
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.
- A math consultant to support the implementation of Common Core state standards and math strategies.

Brook Knoll Elementary implements a rigorous, standards-based system of education. The Common Core Standards are the basis for curriculum development, instruction, and assessment. The standards articulate what students need to know and be able to do in each content area at each grade level.

Our K-5 district content standards in English Language Arts, Math, Science, History/Social Science, Visual and Performing Arts, and Physical Education align with the state content standards. Several years ago the K-5 staff developed grade level benchmark assessments and established levels of performance in reading, writing, and math. Since 2000, the K-5 staff has continued to revise the benchmark assessments, writing rubrics, and anchor papers to more closely align with the state standards. Due diligence has been given to delivering instruction using effective and research-based instructional strategies and materials that support student achievement to the rigorous standards.

When appropriate, both formative and summative assessments based on essential standards have been and will continue to be put on Illuminate, our computerized database and assessment program. The performance standards, formative and summative assessments come from the CAASPP, CELDT (California English Language Development Test) and local benchmark assessments. The district standards-based report cards are aligned to the standards and are used to measure student progress and achievement.

Grade levels have developed pacing guides in English Language Arts, Math, and 5th grade Science to ensure adequate and timely delivery of curriculum, instruction for students, and a sufficient number of intervention options to meet high levels of performance to the standards (California Essential Program Components =EPC). A new Math program was adopted last year, and in the spring of 2017, grade level representatives will be refine and articulate grade level science standards to match the Next Generation Science Standards.

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards-based instructional materials. Data is used to monitor student progress on curriculum-embedded assessments and modify instruction (EPC). Student performance on the state assessments of CAASPP and CELDT is analyzed annually and performance on local measures is monitored throughout the year to identify curriculum strengths and areas needing improvement. From the analysis, a professional staff development plan is established.

The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Continued practice and implementation of research-based SDAIE and GLAD strategies to increase learning for our English Learner students.
- Math professional development through the Silicon Valley Math Initiative (focus on problem solving and communicating reasoning)
- \* ELA professional development through Momentum in Teaching for Reader's and Writer's Workshop training
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.
- Technology training in Illuminate (program designed to provide timely analysis of student performance on assessments).

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards-based instructional materials.

The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Continued practice and implementation of research-based SDAIE and GLAD strategies to increase learning for our English Learner students.
- Math professional development through the Silicon Valley Math Initiative (focus on problem solving), ELA professional development through Momentum in Teaching for Workshop training
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.
- Technology training in Illuminate (program designed to provide timely analysis of student performance on assessments).

\*Teachers collaborate not only with their grade level teammates, but across the grade levels to insure we guide curriculum without holes or unnecessary repetition.

\*Teachers collaborate school to school within the same grade level and across grade levels K-12.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Elementary School Level: The school/district provides standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). There is sufficiency of textbooks and materials for every student.

Brook Knoll Elementary implements a rigorous, Common Core standards-based system of education. The standards articulate what students need to know and be able to do in each content area at each grade level. These standards are the basis for curriculum development, instruction, and assessment. Our K-5 district content standards in English Language Arts, Math, Science, History/Social Science, Visual and Performing Arts and Physical Education are standards aligned. The K-5 staff developed and continues to revise grade level benchmark assessments and established levels of performance in reading, writing, and math. Teachers are implementing the new Investigations 3 math curriculum using previously aligned Pearson mapping which includes embedded MARS task practice in each unit. Due diligence has been given to delivering instruction using effective and research-based instructional strategies and materials that support student achievement to the rigorous standards. The CAASPP-California Assessment of Student Performance and Progress, CELDT-California English Language Development Test, and local benchmark assessments are performance assessments for the district. The district standards-based report cards are aligned to the standards and are used to measure student progress and achievement. Grade levels have developed crosswalks to ensure adequate and timely delivery of curriculum, instruction for students, and a sufficient number of intervention options to meet high levels of performance to the standards (California Essential Program Components, EPC).

The District calendar has established half day release every Wednesday for teacher collaboration. Teachers meet in grade level teams, and district teams. The district Elementary schools have created a "skills team" to plan, articulate and disseminate professional development and implementation of the common core standards. This team will meet a minimum of 7 times this school year. Monthly staff meetings are also an opportunity for teacher collaboration. Grade level teams meet on a weekly basis to collaborate, train, or review student data and progress.



9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Brook Knoll and the District monitor and implement the following instructional minutes for the adopted programs for reading/language arts.

- Grade TK-K - 60 minutes daily
- Grades 1-3 - 2.5 hours daily
- Grades 4-6- 2 hours daily
- All grades to implement Writer's Workshop a minimum of 3 days a week

Brook Knoll and the District provide additional time for students identified as needing a reading/ language arts intervention program.

- Grade K- 30 minutes daily
- Grade 1-3 - 30-45 minutes daily
- Grade 4-6 - 30-45 minutes daily

Brook Knoll and the District monitor and implement the following instructional minutes for the adopted programs for Mathematics.

- Grade K- 30 minutes daily
- Grade 1-6 - 60 minutes daily

Brook Knoll and the District provide additional time for students identified as needing a mathematics intervention program.

- Grade K- 15 minutes daily
- Grade 1-6 - 15 minutes daily

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All of Brook Knoll's classes participate in intervention. Intake and assessment data are collected. Regular progress monitoring occurs. Groups are developed targeting like-skills. Intervention occurs approximately 32 weeks per year.

## 11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Scotts Valley Unified School District uses the state curriculum adoption cycle to keep current in providing staff and students with standards-based instructional materials. Criteria for choosing a state adopted publisher/program include: 1) Materials for all student groups (advanced, English Learners, below level). 2) Instructional resources that address all student groups. 3) Representation in the materials that reflect California's diverse population.

English/Language Arts – Currently, Brook Knoll is implementing Lucy Caulkin's Reader's and Writer's Workshop methodology for ELA instruction. In the 2016-2017 school year, Writer's Workshop will be offered a minimum of 3 times a week while augmenting our reading program with Reader's Workshop. Reader's Workshop is slated to be fully implemented in the 2017-2018 school year. To supplement, we maintain a practice of balanced literacy by using our current English/Language Arts adoption, Houghton Mifflin's (HM) "A Legacy of Literacy." The first year of implementation was 2003/2004 and we are in the 11th year of implementation. The materials are standards-based. The HM teacher resources target instruction and materials for re-teaching concepts, extending learning, and modification for second language learners. In the EL program, materials from the Handbook for English Language Learners (standards-based) are utilized. The Accelerated Reader computer program is available in the computer lab and in the individual classrooms. The use of Lexia and Accelerated Reader supports the HM adoption.

Math – The standards-based Pearson's Investigations was adopted in the Spring of 2016 and implemented in the Fall of 2016. All staff members were trained in the use of the new materials and curriculum. There are support materials available both in hard copy and on online for teachers to use with both high and low achieving students. MARs tasks and assessments are implemented grades K-12. Manipulatives and SVMl practices are used at all grade levels.

History/Social Science – 2007-08 was the first year of implementation of the state adopted K-4 Scott Foresman "History/Social Science for California" and the Harcourt School Publishers History/Social Science "Reflections: California Series" for 5th grade. Fifth grade students are loaned a CD version of the textbook for home use.

Science – In the spring of 2008 the district adopted the California state approved standards-based MacMillan/McGraw- Hill California Science for grades K-5. This is the eighth year of implementation. CD Roms of the texts are available for classroom instruction. Lab materials are used at all grade levels and each teacher has appropriate supplies. In addition, two life labs are maintained for both use in instruction and as enrichment opportunities for the students. The PTO has paid for a Life Lab Enrichment Teacher to supplement student learning for the 2016-2017 school year.

The state approved and district adopted materials addressed above were purchased using State Instructional Materials Funds. None of the "standards-based" instructional materials adoption programs provide all of the necessary resources to fully meet the needs of all student groups. The adoptions provide the core program. Brook Knoll teachers use many other materials that have been determined as highly effective in helping students meet or exceed the rigorous California standards: Math Excel, Singapore Math Model Drawing for word problems, Marilyn Burns, TINS math word problem strategies, Math Exemplars, Math Their Way, Marcy Cook materials and manipulatives, Math Quest, Touch Math, Mad Minute, Rocket Math, High Stakes Math, MARs Assessments and Tasks, Readers/Writers Workshop Kits, Read Naturally, Phono-graphix, leveled readers, phonics readers, core literature, SRA Reading Laboratory Kits 1st-5th, "Bad Wolf" plays, Wordly Wise, STARS and CARS, and a wide range of reading materials in classroom libraries. Students who qualify for RSP, and EL are all supported by all of the above materials/programs.

## 12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The state approved and district adopted materials addressed above were purchased using State Instructional Materials Funds. None of the "standards-based" instructional materials adoption programs provide all of the necessary resources to fully meet the needs of all student groups. The adoptions provide the core program. Brook Knoll teachers use many other materials that have been determined as highly effective in helping students meet or exceed the rigorous California standards: Math Excel, Singapore Math Model Drawing for word problems, Marilyn Burns, TINS math word problem strategies, Math Exemplars, Math Their Way, Marcy Cook materials and manipulatives, Math Quest, Touch Math, Mad Minute, Rocket Math, High Stakes Math, Read Naturally, Phono-graphix, leveled readers, phonics readers, core literature, SRA Reading Laboratory Kits 1st-5th, "Bad Wolf" plays, Wordly Wise, STARS and CARS, and a wide range of reading materials in classroom libraries. Students who qualify for, RSP, and EL are all supported by all of the above materials/programs.

## Opportunity and Equal Educational Access

### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Core curricula is adopted in all areas for all students and is also used in intervention. Supplemental materials that come with the adoption, and other research based program(s), including Barton, PhonoGrapix, Rigby, STARS and CARS, Accelerated Reader supplement core curricula.

### 14. Research-based educational practices to raise student achievement

Highly qualified credentialed staff, including 100% of teachers having CLAD or equivalent certificate.(Capability to teach students who are English Language learners) (NCLB).

- Implementation of state approved and district adopted core instructional materials in all content areas.
- Collaboration between Special Education staff and General Education staff.
- Modification/accommodations to the curriculum (classwork and homework).
- 1:1 instruction and small group instruction in the classroom.
- Varied instructional strategies for concept development .
- Multilevel activities within the lessons.
- Flexible groupings in classes and within grade levels
- Collaboration in and articulation between grade levels to support individual student needs.
- Classroom libraries that contain varied readability levels.
- Protected blocks of learning time for Language Arts and Math and adherence to recommended instructional minutes for reading/language arts and mathematics (EPC).
- Part time librarian.
- Use of library resources and computer lab.
- Use of computers and technology in each classroom.
- Use of SST (Student Study Team) and regular consultation with specialists

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows: • Continued practice and implementation of research-based SDAIE and GLAD strategies to increase learning for our English Learner students. • Math professional development through the Silicon Valley Math Initiative (focus on problem solving). • Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics. • Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math. \*The DLAC Committee meets regularly to provide support for parents for non-English speakers. \*A community liaison has been hired to specifically support families of our English Learners.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

#### Family

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

#### School

- Professional Development and Collaboration time (PDC) is utilized weekly through a restructured work week to provide grade level and cross grade level teams to focus on student achievement through development and refinement of curriculum, planning, and examination of student work and achievement data.
- PTO provided \$203,000 to fund Reading and Math Intervention, PE enrichment, Art instructional enrichment and supplies, Music instruction, Computer Lab, Academic Instructional Assistants, Science supplies, Life Lab Instruction, Mileage Club, Anti-Bullying Programs, to supplement Yard Duty services/personnel, funding for counseling and other types of emotional/social support, and beautification of our campus.
- The School Site Council continues to monitor school climate and culture and achievement of all students and (general education, English Language Learners, Special Education, minority groups, gender, etc.) to ensure quality education and continual improvement.
- The Student Study Team provides resources, ideas, and strategies for both parents and teachers to support growth for students that are struggling or achieving below standards.
- The teachers use Response to Intervention (RtI) model to ensure quality Core instruction and early intervention.
- The Scotts Valley Educational Foundation provides funds and support to all students in the Scotts Valley School District through a growing endowment fund and yearly allocation. Funds this year were used to support, program, including, but not limited to academic coaching and library clerks.

#### District

- ELD (English Language Development) serves identified K-5 English learners at the site with direct supplemental instruction in listening, speaking, reading and writing. ELD is coordinated through our Director of Curriculum and Instruction.
- Special Education programs at the site: Resource Specialist Program, Learning Handicapped Special Day Class, Speech and Language, Adaptive PE, Occupational Therapy, Behavior Specialists, preschool, Kinder and 1st -5th SDC programs, Special Education Instructional Aide Support.

#### Community

- Donations from Safeway, Kiwanis Club, and the Scotts Valley Rotary, have been used to assist our students, increase safety, and communication. SVEF pays for the librarian's salary each year.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are provided through Title II professional development funds and utilized by Brook Knoll. Title II supports professional development for teacher participation in the Silicon Valley Math Initiative, New Teacher Program, and teacher participation in collaborative of scoring and norming of district writing assessments.

## 18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA). All expenditures are detailed within the LCAP with consideration to the LCFF.

### **Description of Barriers and Related School Goals**

In reviewing the SVUSD LCAP, looking at report card data and our most recent AR scores, benchmarks, and CAASPP data, it is evident that our students in the lower grades will benefit from targeted math instruction. Our ELA scores are strong schoolwide, however we need support in writing and reading with non-fiction and reading comprehension. For unknown reasons, we seem to have a large group of students in the 5th grade this year who are reading at a lower level than we would expect. We have an ongoing concern about students' social and emotional wellness.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	101	86	98	83	98	83	97.0	96.5
Grade 4	95	103	92	97	92	97	96.8	94.2
Grade 5	81	99	77	98	77	98	95.1	99
All Grades	277	288	267	278	267	278	96.4	96.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2439.5	2453.0	22	29	32	35	31	24	15	12
Grade 4	2516.8	2497.5	47	28	24	36	16	23	13	13
Grade 5	2532.3	2560.7	26	46	40	33	22	15	12	6
All Grades	N/A	N/A	32	35	31	35	23	21	13	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	33	55	51	18	17
Grade 4	43	33	37	55	20	12
Grade 5	38	49	42	42	21	9
All Grades	36	38	45	49	19	13
Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	25	61	60	19	14
Grade 4	46	27	46	63	9	10
Grade 5	26	50	58	35	14	15
All Grades	30	35	55	52	14	13

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	24	69	66	7	10
Grade 4	39	25	50	68	11	7
Grade 5	29	34	62	62	9	4
All Grades	30	28	61	65	9	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	23	61	63	21	14
Grade 4	37	13	51	78	12	8
Grade 5	45	55	47	44	8	1
All Grades	32	31	54	62	14	8

**Conclusions based on this data:**

1. Based on the CAASPP results data, it appears that the 2015-2016 4th grade cohort either has some difficulty with either the English Language Arts content or with the method of assessment; in particular in the area of Writing.
2. The majority of 4th grade students are "at or near standard" and therefore it is reasonable to conclude that with support, strategic interventions, and continued practice, many students will move to the next proficiency level.
3. It should be noted that this cohort was targeted in the 2015-2016 SPSA due to low test scores in Research and Inquiry in the 2014-2015 school year and though the percentage that are "above standard" has dropped, large gains were made in the "at or near" range a decrease in the "below standard" category.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	101	86	98	83	98	83	97.0	96.5
Grade 4	95	103	93	97	92	96	97.9	94.2
Grade 5	81	99	77	98	77	98	95.1	99
All Grades	277	288	268	278	267	277	96.8	96.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2475.4	2470.2	35	31	39	41	21	17	5	11
Grade 4	2521.6	2509.6	35	21	39	48	23	27	2	4
Grade 5	2544.3	2550.8	38	37	18	32	34	26	10	6
All Grades	N/A	N/A	36	30	33	40	25	23	6	7

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	54	58	36	24	10	18	
Grade 4	48	44	38	43	14	14	
Grade 5	40	49	38	37	22	14	
All Grades	48	50	37	35	15	15	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	40	51	47	6	13
Grade 4	47	32	49	57	4	10
Grade 5	34	30	52	60	14	10
All Grades	42	34	51	55	8	11



Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	40	48	45	6	16
Grade 4	47	31	47	57	7	11
Grade 5	36	32	49	57	14	11
All Grades	43	34	48	53	9	13

**Conclusions based on this data:**

1. There has been little change overall in the results of the mathematics portion of the CAASPP. This is evidence that our practices have been consistent and are working well for the students.
2. It should be noted that the 5th grade was targeted in the 2015-2016 SPSA with minor concerns in the area of Mathematical Concepts and Problem Solving. Emphasis on these areas last year appear to have been effective because the 5th grade class of 2016 showed an increase in those "above" and "near" standard, and a decrease in those "below" standard in Mathematical Concepts. Similarly, the same cohort showed an increase in those "near" standard and a decrease in those "below" standard in Problem Solving.
3. The 3rd grade students had an increase in all mathematical categories in those "below" standard which correlate's our findings that math intervention, in particular and emphasis on number sense, is needed at a lower grade level.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1			20			20		***	40		***				20
2	13			63	***		25		***					***	
3					***	***	***	***				***			
4						***									
5	***				***	***									
Total	20		7	50	38	43	30	38	36		13	7		13	7

#### Conclusions based on this data:

1. 25% of students were reclassified in 2015-2016.
2. Proficiency levels for total ELs is varied, needs are at each level, differentiation is needed for EL support.
3. Students are progressing on the CELDT.

## Planned Improvements in Student Performance

### School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Basic Services</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: SVUSD will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration.
<b>SCHOOL GOAL #1:</b>
Teachers will participate in professional development to become proficient in the implementation of Reader's and Writer's Workshop, attend training in the Pearson's Investigations 3 math adoption.
<b>Data Used to Form this Goal:</b>
K-2 benchmark assessments, Lexia, Illuminate assessment data, AR, 3-5 CAASPP, CELDT, Teacher and Parent Survey.
<b>Findings from the Analysis of this Data:</b>
In response to the feedback provided through the SVUSD Teacher Survey and the Textbook Adoption process, as well as feedback from the trainings/pilot programs last year, it was determined that PD would focus on training all certificated staff in the use of the Investigations 3 text and online resources as well as continued training and support in Workshop methodology.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data collected through formal assessment, including data collected in Illuminate, will be analyzed a minimum of 3 times a year. Evaluation of informal assessment data will be ongoing throughout the year. Teachers will be surveyed after each training/professional development event to surmise the effectiveness of the training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Train all teachers in use of Investigation 3 textbook and online-resources.	Sept/Oct. 2016	Teachers, Principal, Director of Curriculum	LCAP			2000
Provide teachers with on-going support with implementation of Workshop.	On-going	Workshop Coaches, Teachers, Principal, Director of Curriculum	Workshop Coaches			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with materials needed to implement Reader's and Writer's Workshop.	Nov. 2016	Principal	LCAP			12,750

## Planned Improvements in Student Performance

### School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Pupil Achievement</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: SVUSD will provide comprehensive programs to improve student performance and address needs of all students.
<b>SCHOOL GOAL #2:</b>
By adhering to the RTI model, and by increasing intervention opportunities and the opportunities for students to assess their mastery of the standards through testing mediums similar to the CAASPP, student test score will improve by 3% in ELA and Math, overall.
<b>Data Used to Form this Goal:</b>
local benchmarks, CAASPP, Local Measures, Intervention assessments, SST input
<b>Findings from the Analysis of this Data:</b>
In reviewing Brook Knoll's data, it is apparent that grade levels will need to utilize resources such as Reading and Math Intervention, as well as target specific strategies, including implementing Writer's Workshop with fidelity, utilizing SVMl strategies, and increase use of the assessment tools and technology provided by the district, in order to assure that all students succeed and perform adequately on local and state measures.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of local and state assessments. This data will be evaluated during professional time to monitor effectiveness of instruction and student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate with intervention staff, paraprofessional, special education staff, and principal approximately three times per year to ensure that students are grouped appropriately within our intervention program to meet standards. The groups are fluid and change intermittently throughout the year to target skills, gaps, strengths and standards.	On-going	Classroom Teachers, Special Education Team, Principal, Intervention Teacher, and Paraprofessionals	RTI			15000
			Aide Time			8000
Identified English Language Learners	On-going	Classroom teacher,	EL Teacher			11,991

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will receive specialized English Language Instruction to support reading in the content area as well as access to homework club and supplies		ELD teacher, Intervention Specialist, Director of Curriculum	EL Homework Club			2813
Continue to look for opportunities to differentiate curriculum to meet needs of all students, such as Kahn Academy, Workshop method, Walk to Learn, SVMl and centers.	On-going	Teachers, Principal, Director of Curriculum	RTI Support Consumables			
Adjust CAASPP testing schedule to allow for additional session for essay portion of ELA Performance Task	TBA	Principal				
Via the IEP process, students with disabilities will reach proficiency using strategies, programs, and processes outlined within their respective IEPs	On-going	Classroom teachers, Special Education Team, Principal, and paraprofessionals	Special Ed IEP			
Increase use of assessment mediums that are similar to CAASPP - Illuminate	On-going	Teachers				

## Planned Improvements in Student Performance

### School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Course Access</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: All students will be college and career ready.
<b>SCHOOL GOAL #3:</b>
All grade levels will be provided with exposure to both college and career future opportunities and will be supported by implementing the adopted technology scope and sequence with fidelity.
<b>Data Used to Form this Goal:</b>
Common Core Standards, LCAP, Climate Survey, Educational Research and Sociology Reports
<b>Findings from the Analysis of this Data:</b>
The main support that an elementary school can provide for college and career readiness is to give the students a solid academic foundation. Brook Knoll has shown evidence that this objective is, in general, achieved. Therefore, additional support for this objective can be found in increasing exposure to opportunities, in particular for female students, and preparing students with the tech skill-set that will likely make-up the reality of their future.
<b>How the School will Evaluate the Progress of this Goal:</b>
Increased competency in using technology in the classroom and during assessments, arranging college and career events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue efforts to introduce computer skills to all grade-levels with the support of the computer lab and according to the technology scope and sequence.	On-going	Computer Lab Tech, Teachers, Principal				
Field trip to Cabrillo College	TBA	4th grade teachers, Director of Curriculum, Principal	Busses			1500
Events: Read-a-Thon, assemblies,	TBA	PTO, Principal,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
career days, alumni panel		Teachers, Support Staff, Parents				
Continue collaborative efforts for vertical alignment.	On-going	Teachers	Course Alignment			2000



## Planned Improvements in Student Performance

### School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: School Climate</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: SVUSD will provide a safe and engaging environment for students.
<b>SCHOOL GOAL #4:</b>
Increase awareness of behavior expectations and preventative measures to safeguard the social and emotional well-being of all students.
<b>Data Used to Form this Goal:</b>
School Site Council Survey Data, Suspension rate, Chronic Absentee Data, Participation in school programs and activities, Healthy Kids Survey, SST, IEP, Counseling Referrals, IAT meetings, and Behavior Information/Communication Forms.
<b>Findings from the Analysis of this Data:</b>
Brook Knoll School continues to thrive with the support of our staff, parents, and students. Our continued interest is to increase positive sentiments about BK for all stakeholders. In addition, through the SST/IEP processes, we have found an increased need for counseling services and the building of pragmatic skills.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress towards our goal will be indicated by a decrease in incident reports, counseling referrals, and other such indicators of social/emotional issue indicators. Furthermore, positive effects should be reflected in the results of the school climate survey. Though it will be difficult to show a direct correlation, anecdotal evidence as reported by all stakeholders will provide evidence of academic achievement due to an improved learning environment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for staff to support the social/emotional well-being of students	On-going	Director of Curriculum, Principal	Educator Effectiveness			
Provide strategies that support a safe learning environment. Continue/Implement Unfrogetables, Counseling Services, Lunch Bunch groups, Capturing Kids Hearts	On-going	Teachers, Principal	Counseling BK			2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies, Problem-Solving strategies, Foster Youth Toolkit						
Recognize student academic achievement, good attendance, and positive behavior.	On-going	Teachers, Principal, PBIS Team	PBIS			5250
Create opportunities for student leadership and participation in activities that support positive climate and culture.	On-going	5th grd teachers, Student Leadership Group, Principal				
Provide continued opportunities for parent participation in the learning community.	On-going	Site Council, Skills Team, Teachers, Principal				
Implement PBIS - Tier 1 & 2	2016-2017	PBIS Team, Teachers, Director of Student Services				
Increase use of SST for Social/Emotional concerns.	On-going	SST Team, Teachers				
Provide materials, and training, that support a safe learning environment - Harmony Curriculum	Sept. 30 and on-going	Director of Student Services, Principal				
Provide assemblies to teach lessons in: diversity, equity, differences, social/pragmatic skills, anti-bullying, self-esteem. Ex's: Power of One, Differences Puppet Show, ACARE, Monday Assembly		Teachers, Skills Team, Principal				

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joshua F. Wahl	X				
Haley Eggleston		X			
Kari Thornley		X			
Sandi Lewandowski		X			
Jacque Kannegaard			X		
Brian Ruf				X	
Desiree Sattari				X	
Heather Daniels				X	
Stephanie Guzman				X	
Stacy Clark				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/14/2016.

Attested:

Joshua F. Wahl

Typed Name of School Principal

Signature of School Principal

Date

Desiree Sattari

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date