



## Knights Ferry Elementary

12726 Dent St.  
Knights Ferry, CA 95361-2040

Plan Period: 8/17/2010 - 6/3/2011

***Contact:***  
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## **EXECUTIVE SUMMARY**

### **About This School**

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

### **Areas of Analysis**

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

#### **Analyze Student Performance**

#### **Analyze Educational Practices**

#### **Analyze Instructional Programs**

### **Education Improvement Goals**

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

#### **English Language Development**

##### **ELL STANDARDS**

#### **Mathematics**

##### **Increase Math Proficiency**

#### **Reading/Language Arts**

##### **Increase Reading and Language Arts Proficiency**

#### **Technology**

##### **Technology Plan**

#### **Visual & Performing Arts**

##### **Music**

### **Plan Budget**

### **Committees**

### **Approvals and Assurances**



## ABOUT THIS SCHOOL

### Mission Statement

The purpose of the Knights Ferry School District is to provide a well-rounded educational base where the value of each student is recognized, responsibility and integrity are encouraged, a love of learning is fostered, and academic potential is developed to its fullest.

### Philosophy

The Governing Board believes that all students can succeed regardless of race, background or ability. School staff shall embody this philosophy in all district programs and activities.

The District further believes that:

- (1) the central interest of schools is the learner,
- (2) learning is an active process,
- (3) our school is responsible for each learner,
- (4) experiencing success is crucial to the learning process,
- (5) the qualities of teaching and learning are inextricably interwoven,
- (6) program improvement is a continuing process,
- (7) providing quality program education is a responsibility of our community, and
- (8) our community provides an essential resource to the educational program.

In order to create the environment necessary for an effective school, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

The Superintendent/principal or designee shall keep the Board fully informed regarding the District's efforts to achieve an effective school and any hindrances to meeting District goals.



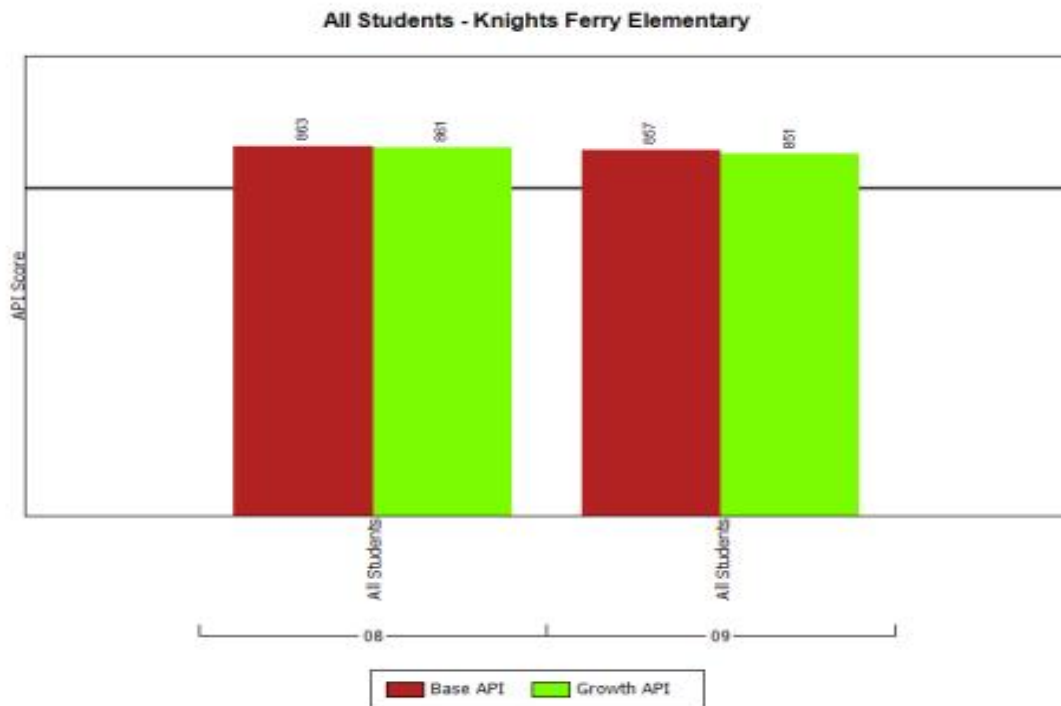
## AREAS OF ANALYSIS

### Analyze Student Performance

#### Student Performance

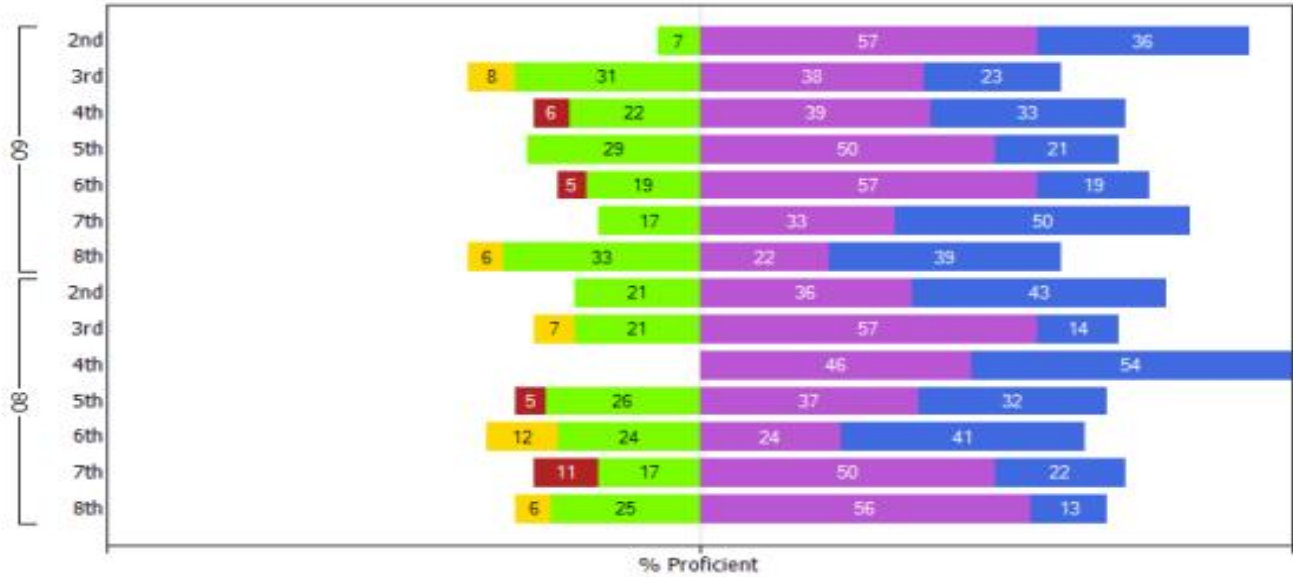
#### Conclusions from Student Performance Data Analysis

73.3% of Knights Ferry School students are performing at or above proficient in language arts. 59.15 of Knights Ferry Students are performing at or above proficient in math. Knights Ferry's API continues to be above the target state score of 800. The 2009 score was 857

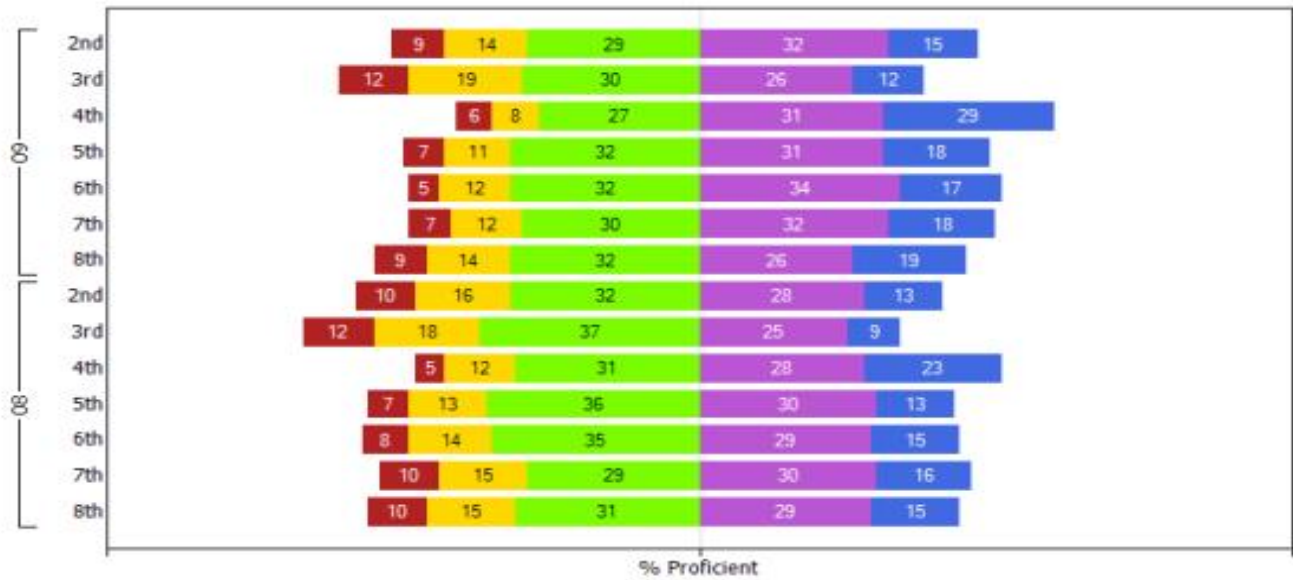




**CST English-Language Arts - All Students - All Students - Knights Ferry Elementary**

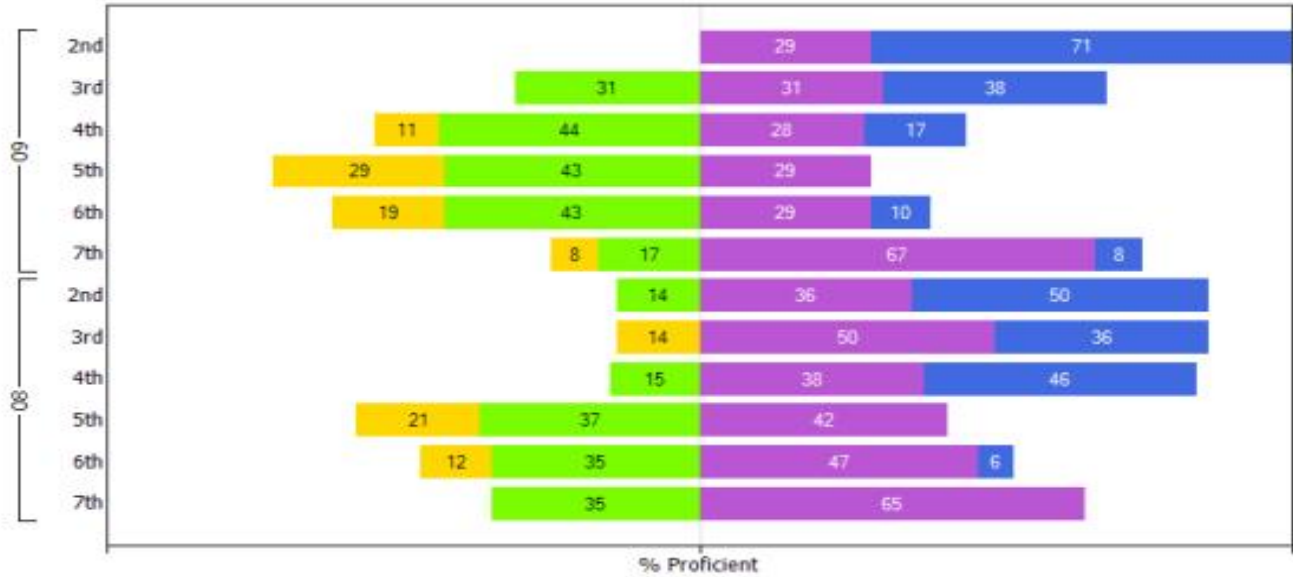


**CST English-Language Arts - All Students - All Students - Stanislaus**

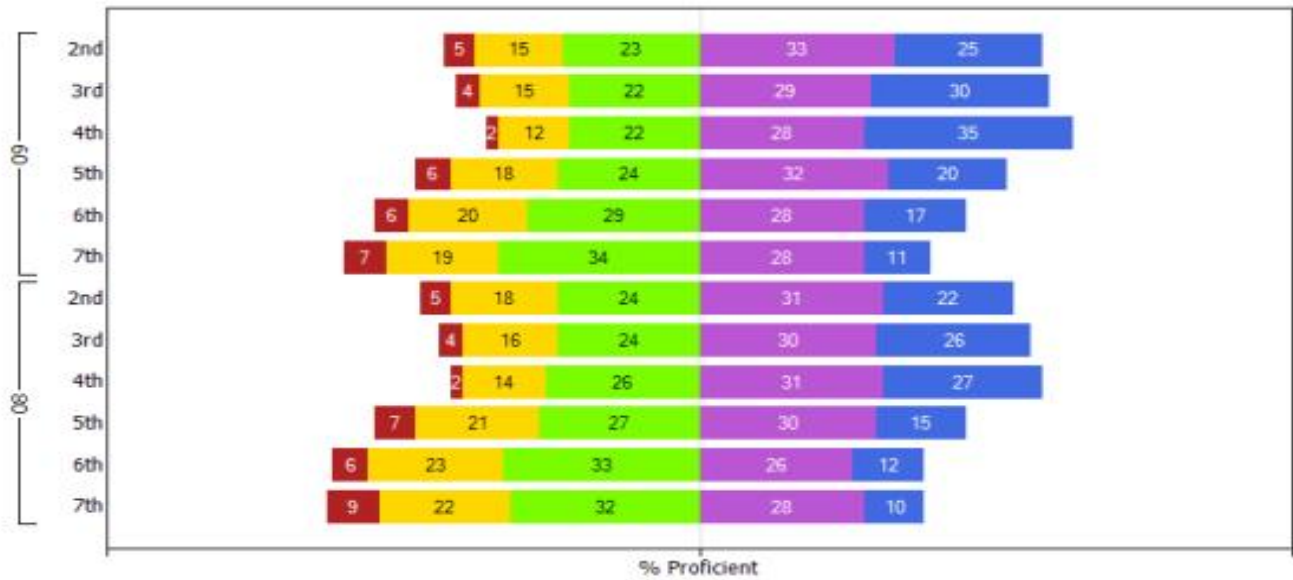




**CST Mathematics - All Students - All Students - Knights Ferry Elementary**



**CST Mathematics - All Students - All Students - Stanislaus**





## Analyze Educational Practices

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### **Educational Practices**

#### **Alignment of curriculum, instruction and materials to content and performance standards**

Alignment of curriculum and materials to content and performance standards: The curriculum in all grades is aligned to the state content and performance standards. All instructional materials and textbooks are reviewed and evaluated for their comprehensive coverage of the state standards. Textbooks in all core subjects, language arts, science, history, and mathematics are standards-based.

#### **Availability of standards-based instructional materials appropriate to all student groups**

All groups within the school, including English Learners and NCLB students, have access to standards-based instructional materials in their regular classroom setting. Although supplemental materials used in tutorial settings may not be state adopted, the majority of all instruction is through the use of standards-based materials.

#### **Alignment of staff development to standards, assessed student performance and professional needs**

In-service minimum days are used to accomplish school-wide staff development. Topics for professional development meet the requirements outlined in the legislation authorizing buy-back funds. Individual staff members are encouraged to take workshops, classes, and training related to their professional development needs.

#### **Services provided by the regular program to enable under-performing students to meet standard**

Underperforming students work in the core academic areas in the general classroom with support from the teacher using standards-based materials. Small class size, instructional strategies designed to address the varied levels of student performance within a classroom, and instruction tailored to the level of the individual student assists the student in meeting the content and performance standards.

#### **Services provided by categorical funds to enable under-performing students to meet standards**

Underperforming students are initially identified through the STAR testing program. Students whose scores fall below "proficient" in reading, math, or language are identified for the NCLB program. Underperforming students may also be identified by the classroom teacher and be recommended for the NCLB program. Qualified students work on assignments given by the teacher in the classroom or in a pull-out program with an instructional paraprofessional. The goal of the NCLB program is to assist students in meeting the adopted state standards.

#### **Use of the state and local assessments to modify instruction and improve student achievement**

The STAR testing program and criterion referenced tests are used to initially identify NCLB students. The California English Language Development Test (CELDT) is used to identify English Learners (ELs). Pre-tests and post-tests, criterion referenced tests, and assessment tools provided by the publisher are given to assess student growth. End of the unit, chapter, and section tests are used as summative assessments to modify instruction.

#### **Number and percentage of teachers in academic areas experiencing low student performance**

The percentage of underperforming students is generally low. NCLB students come from a cross-section of all classrooms.

#### **Family, school, district and community resources available to assist these students**

The district provides NCLB, EIA, and EL services through categorical funding. Students' educational needs are the foundation of the District's effort to involve family and community resources. The School Site Council is involved in sharing input in the updating of the school plan and was involved in the development of content and performance standards. Parental capacity to monitor their child's progress in school, to work with educators to improve their child's achievement, and to develop their own literacy is fostered throughout the year through school correspondence and communication/feedback from classroom teacher, parent conferences, student study teams, newsletters, and school events.



## **School, district and community barriers to improvements in student achievement**

Knights Ferry School has a very high Academic Performance Index (API) and exceptional support from parents and the community. The staff is highly skilled and provides targeted assistance to students who are underperforming. However we do have budget concerns. Due to a reduction in funds Knights Ferry has had to reduce its teaching and paraprofessional staff by one each. This increases our student to teaching staff ratios.

## **Limitations of the current program to enable under performing student to meet standards**

Due to state budget cuts, programs have less funding. While we still provide extra support we have less staff to do so.





## Analyze Instructional Programs

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### Instructional Programs

#### **Conclusions from Analysis of Instructional Programs**

Knights Ferry School continues to offer their students a quality education. The schools API scores remain above the state target of 800. The teachers, staff, students, and parents all agree that this is in part due to the staff to student ratio. The committee further believes that paraprofessionals should be kept in all combination classes to keep the staff ratio down. We feel that the best case scenario is one paraprofessional per combination class as in past years. Due to budget

cuts we have had to reduce that ratio to two paraprofessionals to cover three classes.



## **SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT**

### English Language Development

#### **ELL STANDARDS**

English Learners will be instructed according to ELL Standards

### Mathematics

#### **Increase Math Proficiency**

All students will maintain or continue to work toward proficiency

### Reading/Language Arts

#### **Increase Reading and Language Arts Proficiency**

All students will maintain or continue to work towards proficiency

### Technology

#### **Technology Plan**

All students will be instructed according to the District Technology Plan

### Visual & Performing Arts

#### **Music**

Knights Ferry students will be exposed to music and have the opportunity to participate in band



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### English Language Development

#### Goal: ELL STANDARDS

##### ISSUE STATEMENT

English Learners will be instructed according to ELL Standards

##### GOAL OBJECTIVE

English Learners will be instructed according to ELL Standards

##### STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Learners

##### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will advance toward achieving ELL standards

##### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Student progress will be evaluated using one or more of the following tools:  
CELDT; portfolio assessments

##### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

entrance and exit exams

##### Actions

###### ELL

###### *Tasks*

Students will advance toward ELL standards.

###### *Measures*

Students will be evaluated using one or more of the following tools: CELDT;STAR;teacher assessments;  
student portfolios

###### *People Assigned*

Principal, teachers, & paraprofessionals

###### *Start Date - End Date*

8/17/2010 - 6/3/2011

##### **Alignment of instruction with content EL standards**

###### *Tasks*

Alignment of instruction with content and EL standards. Standards-based materials in reading, language,  
and mathematics.

###### *Measures*

Students will be evaluated using one or more of the following tools: CELDT;STAR;teacher assessments;  
student portfolios



*People Assigned*

Teachers, Principal, and paraprofessionals

*Start Date - End Date*

08/17/10 - 06/03/11

Funding Source	Description	Cost
Economic Impact Aid	paraprofessional	\$2,047.00



Mathematics

**Goal: Increase Math Proficiency**

**ISSUE STATEMENT**

Improve Math Proficiency

**GOAL OBJECTIVE**

All students will maintain or continue to work toward proficiency

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Students will maintain or progress toward proficient

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Students will be evaluated using one or more of the following tools: teacher assesment; student portfolios; publisher produced criterion reference tests; standardized test

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Entrance and exit assessments

**Strategies**

**New Strategy**

All combination classrooms will be provided with paraprofessionals

**Actions**

**Math**

*Tasks*

Students will demonstrate acceptable advancement toward proficiency

*Measures*

Students will be evaluated using one or more of the following tools: teacher assessment, student portfolios, publisher produced criterion reference tests; standardized tests

*People Assigned*

principal, teachers, paraprofessionals

*Start Date - End Date*

08/17/10 - 06/03/11

Funding Source	Description	Cost
ARRA	paraprofessional	\$7,896.00
Economic Impact Aid	paraprofessional	\$0.00



## Reading/Language Arts

**Goal: Increase Reading and Language Arts Proficiency****ISSUE STATEMENT**

Improve Reading and Language Arts Proficiency

**GOAL OBJECTIVE**

All students will maintain or continue to work towards proficiency

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

All students will maintain or continue to work towards proficiency.

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Students will be evaluated using one or more of the following tools: teacher assessment, student portfolios; publisher produced criterion reference tests, standardized tests.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Entrance and exit exams

**Strategies****New Strategy**

All combination classrooms will be provided with paraprofessional support

**Actions****Reading & Language Arts***Tasks*

Students will demonstrate acceptable advancement toward proficiency.

*Measures*

Students progress will be evaluated using one or more of the following tools: teacher assessment; student portfolio; publisher produced criterion reference tests; standardized tests

*People Assigned*

Principal, teachers, paraprofessionals

*Start Date - End Date*

08/17/10 - 06/03/11

Funding Source	Description	Cost
ARRA	paraprofessional	\$7,896.00
Economic Impact Aid	paraprofessional	\$5,935.00



Technology

**Goal: Technology Plan**

**ISSUE STATEMENT**

All students will be instructed according to the District Technology Plan

**GOAL OBJECTIVE**

All students will be instructed according to the District Technology Plan

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All Students

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Students will accomplish the standards and proficiencies described in the Knights Ferry School Technology Plan for 2009-2012

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Student progress will be evaluated using one or more of the following tools: Teacher assessment; observed classroom performance; portfolio assessment.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Entrance and exit exams.

**Actions**

**Technology**

*Tasks*

All students will be instructed according to the District Technology Plan

*Measures*

Student progress will be evaluated using one or more of the following tools: teacher assessment; observed classroom performance; portfolio assessment

*People Assigned*

Principal, teachers, paraprofessionals

*Start Date - End Date*

08/17/10 - 06/10/11



Visual & Performing Arts

**Goal: Music**

**ISSUE STATEMENT**

Knights Ferry students will be exposed to music and have the opportunity to participate in band

**GOAL OBJECTIVE**

Knights Ferry students will be exposed to music and have the opportunity to participate in band

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

Music - K - 4th  
Band - 4th - 8th

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Students will understand the fundamentals of music.

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Teacher observations

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

N/A

**Actions**

**Music**

*Tasks*

K-4 students will be exposed to music by the classroom teacher and or paraprofessional  
Provide the opportunity for 5th through 8th graders to participate in band

*Measures*

observations

*People Assigned*

Principal, teachers, paraprofessionals

*Start Date - End Date*

08/17/10 - 06/03/11



**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

<b>Federal Funding Sources</b>	<b>Amount</b>
ARRA	\$15,792.00
<b>State Funding Sources</b>	<b>Amount</b>
Economic Impact Aid	\$8,676.00

**SCHOOL SITE COUNCIL MEMBERS**

<b>Name</b>	<b>Represents</b>	<b>Contact Info</b>	<b>Reviewed Plan Date</b>
Aimee Crawford	Parent	209-881-3208	5/18/2010
Amber Thompson	Parent	209-847-6170	5/11/2010
Cheryl Griffiths	Staff	cgriffiths@stancoe.org	5/18/2010
Lisa Fogarty	Staff	209-881-3382	5/18/2010
Cheryl Hodge	Staff	209-881-3382	5/18/2010
Melissa Holcomb	Staff	209-881-3382	5/18/2010
Michelle Burke	Parent	209-848-8855	5/18/2010
Paige Jones	Staff	209-881-3382	5/18/2010
Rebekah Baize	Parent	209-848-3130	5/18/2010
Tasha Sweet	Parent	209-845-9614	5/18/2010



**ASSURANCES**

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	<b>Approval Date</b>
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/18/2010
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/18/2010
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/18/2010
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	5/18/2010
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

**Approval**

The school plan was adopted by the council on:	5/18/2010
Public Notice Due Date:	6/11/2010
District Governing Board Review Due Date:	6/16/2010
School Site Plan Approved:	6/16/2010
Attested by School Principal:	6/16/2010
Attested by School Site Council Chairperson:	6/16/2010

**Attested:**

Cheryl Griffiths		
Typed Name of School Principal	Signature of School Principal	Date
Michelle Burke		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date