



Knights Ferry Elementary

12726 Dent St.
Knights Ferry, CA 95361-2040

Plan Period: 8/16/2011 - 6/1/2012

Contact:
Cheryl Griffiths
Principal
(209) 881-3382
cgriffiths@stancoe.org



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.



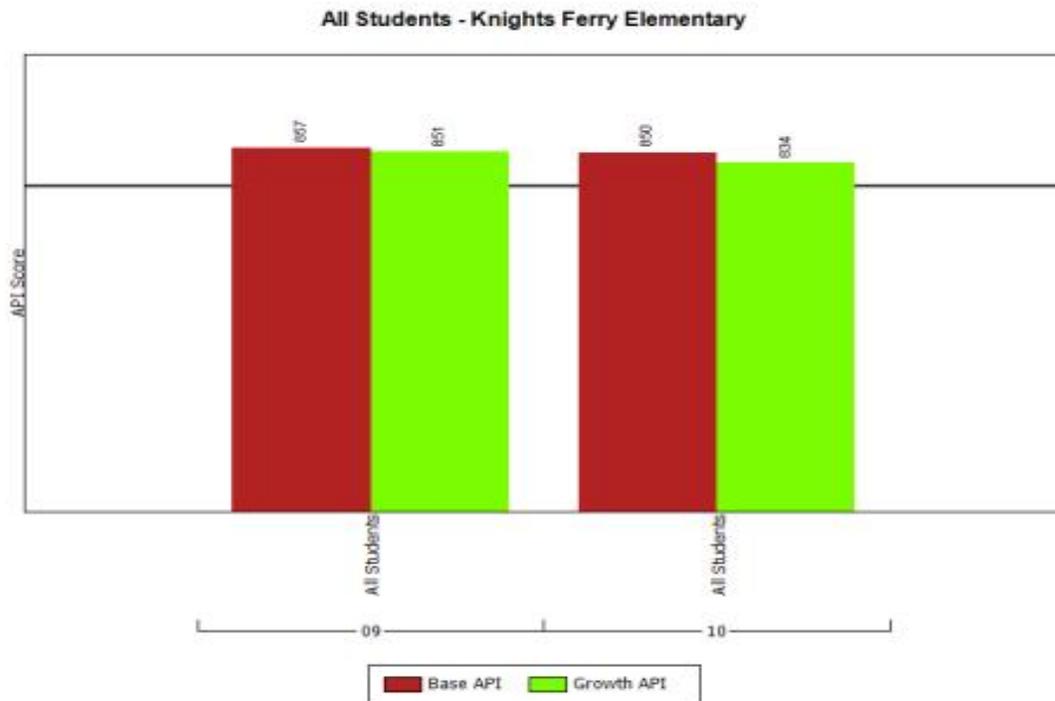
AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

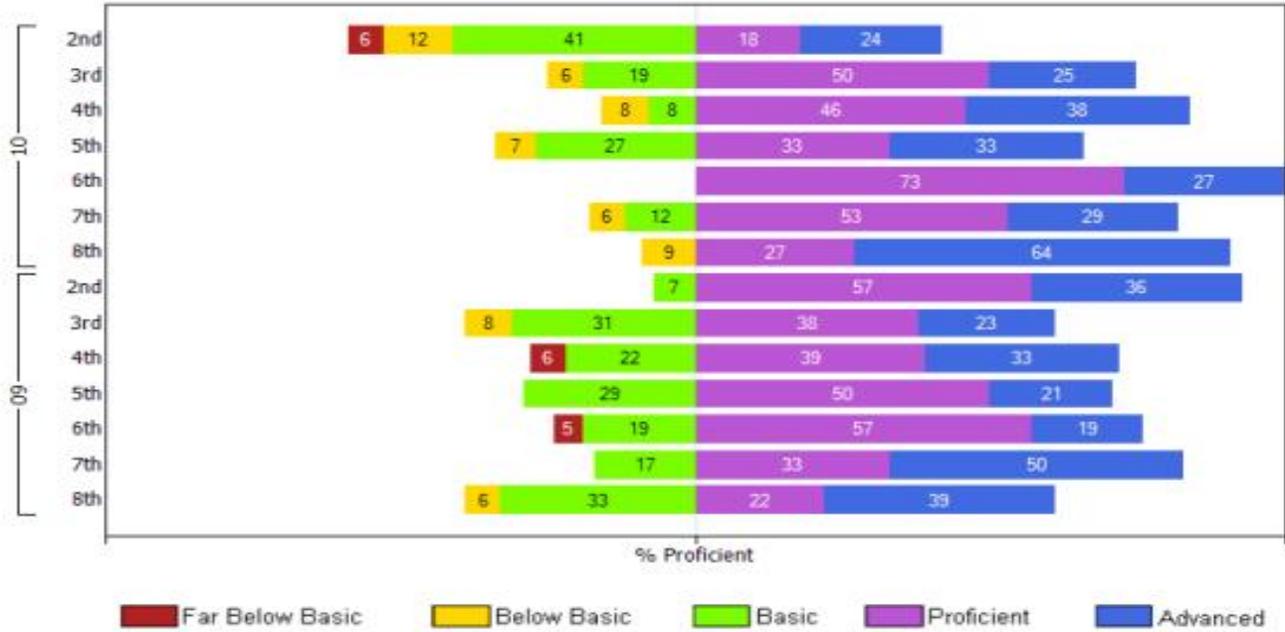
Conclusions from Student Performance Data Analysis

While Knights Ferry's API remains above the state target of 800 there percentage of students scoring at or above proficient has dropped slightly.

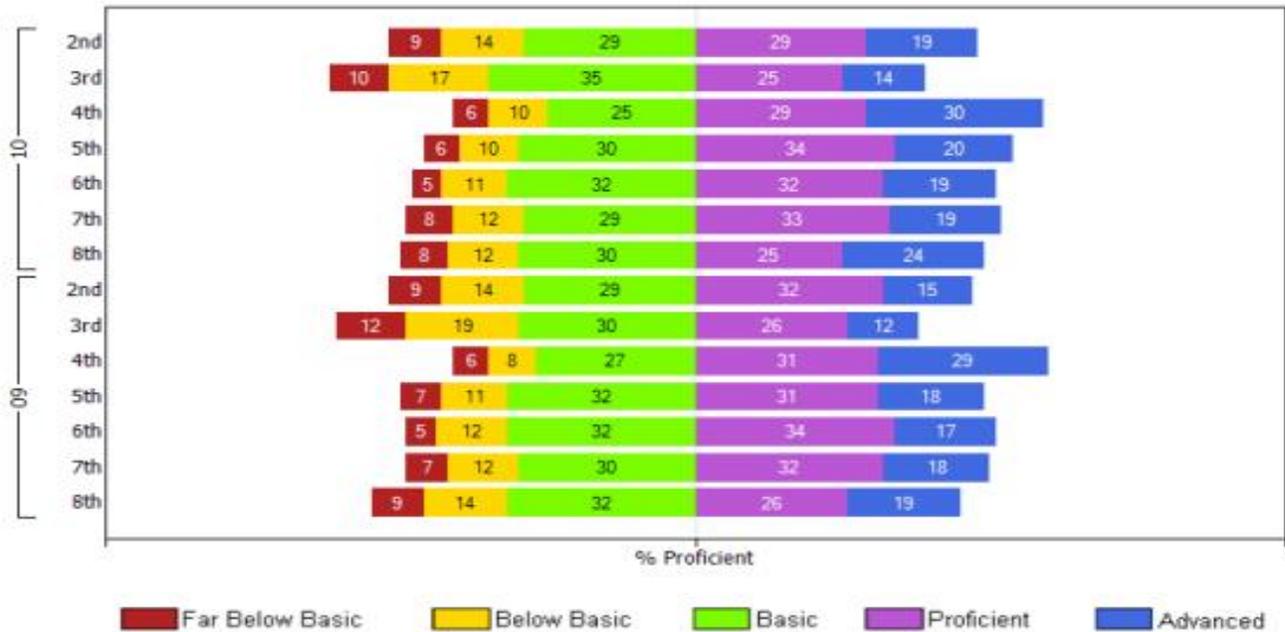




CST English-Language Arts - All Students - All Students - Knights Ferry Elementary

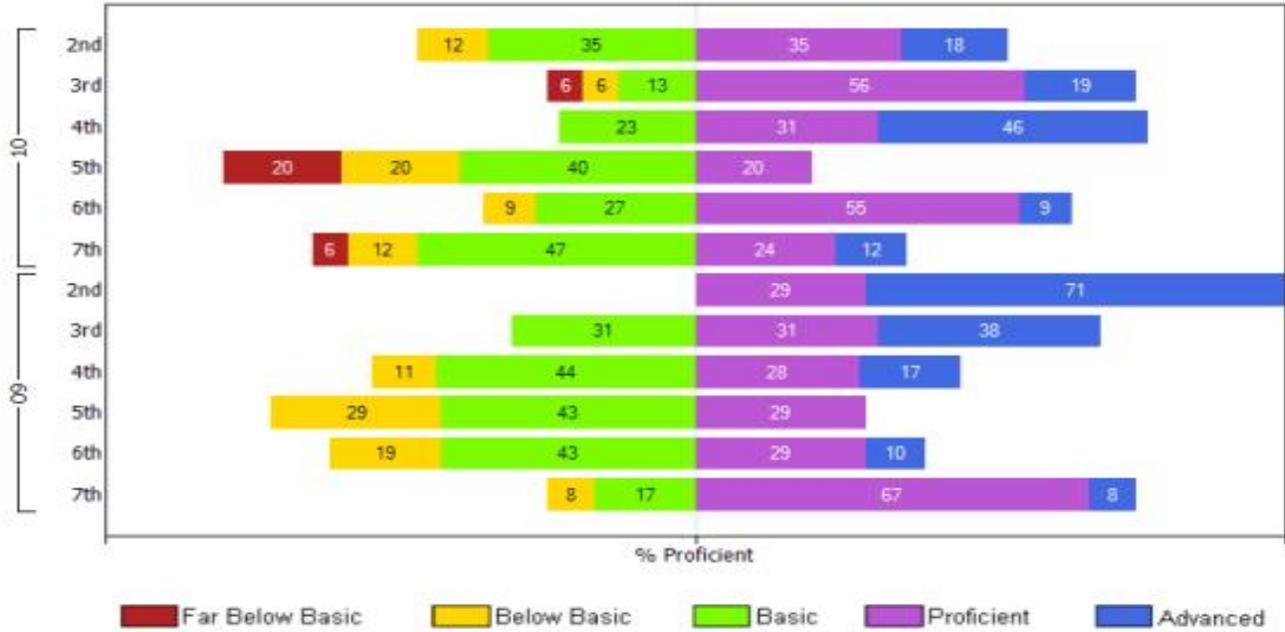


CST English-Language Arts - All Students - All Students - Stanislaus

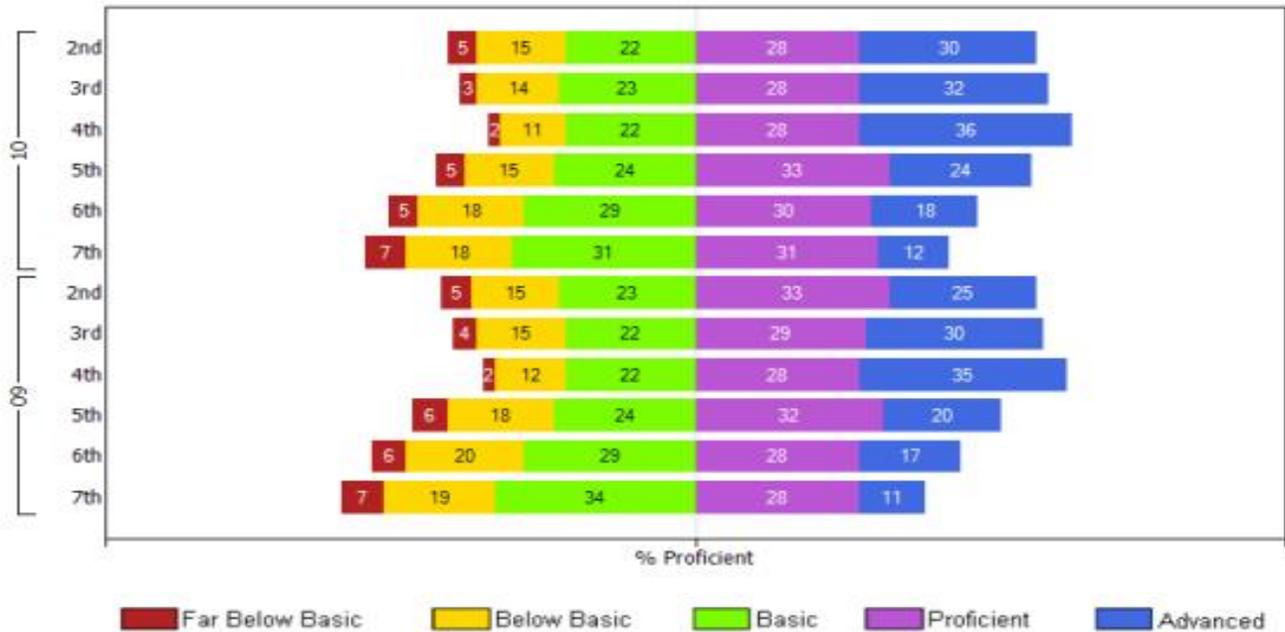




CST Mathematics - All Students - All Students - Knights Ferry Elementary



CST Mathematics - All Students - All Students - Stanislaus





Analyze Educational Practices

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

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 if possible to keep the staff to student ratio down. We feel that the best case scenario is one paraprofessional per combination class. Due to budget cuts we have had to reduce from three paraprofessionals for combination classes down to two.



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

8/16/2011 - 6/1/2012

Funding Source	Description	Cost
Economic Impact Aid	Paraprofessional	\$2,050.00



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

8/16/2011 - 6/1/2012



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

8/16/2011 - 6/1/2012

Funding Source	Description	Cost
Economic Impact Aid	paraprofessional	\$3,000.00
PTC	paraprofessional support	\$5,000.00



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

8/16/2011 - 6/1/2012

Funding Source	Description	Cost
Economic Impact Aid	paraprofessional support	\$3,626.00
PTC	Paraprofessional support	\$5,000.00



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

8/16/2011 - 6/1/2012

Funding Source	Description	Cost
EETT	paraprofessional support	\$8,202.00



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

8/16/2011 - 6/1/2012

**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.

Federal Funding Sources	Amount
EETT	\$8,202.00
State Funding Sources	Amount
Economic Impact Aid	\$8,676.00
School Funding Sources	Amount
PTC	\$10,000.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Aimee Crawford	Parent	209-881-3208	5/17/2011
Amber Thompson	Parent	209-847-6170	5/17/2011
Cheryl Griffiths	Staff	cgriffiths@stancoe.org	5/17/2011
Cheryl Hodge	Staff	209-881-3382	5/17/2011
Randy Russell	Staff	209-881-3382	5/17/2011
Melissa Holcomb	Staff	209-881-3382	5/17/2011
Michelle Burke	Parent	209-848-8855	5/17/2011
Pat Pfefferle	Staff	209-881-3382	5/17/2011
Danyel Baker	Parent	209-881-3382	5/17/2011
Tasha Sweet	Parent	209-881-3396	5/17/2011



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:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	4/6/2011
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.	4/6/2011
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.	3/30/2011
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.	3/30/2011
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:	5/17/2011
Public Notice Due Date:	5/12/2011
District Governing Board Review Due Date:	6/9/2011
School Site Plan Approved:	5/17/2011
Attested by School Principal:	5/18/2011
Attested by School Site Council Chairperson:	5/18/2011

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