

RIVERGOLD ELEMENTARY SCHOOL



School Site Plan Student Improvement 2004-05 (Implemented 2005-06)



Rivergold School
Building a Caring Community of Successful Learners

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2005-2006

AT RIVERGOLD SCHOOL

20 65219 6110019
CDS Code

Date of this revision: June 7th 2005

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

Contact Person: Bob Rose

Position: Principal

Telephone Number: 559-658-7566 option #4

Address: 31800 Rd. 400 Coarsegold Ca. 93614

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Coarsegold Union School District

The District Governing Board approved this revision of the School Plan on 1st read 6/22/05 2nd read July 05

**COARSEGOLD UNION SCHOOL DISTRICT
MISSION STATEMENT**

Coarsegold Union School District is dedicated to providing the structure and support, in a partnership with students, parents, staff, and the community of Coarsegold, necessary to insure that every student receives the highest quality education in a positive, safe, secure learning environment in order to become a productive, healthy, intellectually curious member of our society.

Educational Vision

The staff of Rivergold provides a caring educational environment with a rigorous academic and enrichment program. Rivergold strives to prepare students for High School and beyond, by providing leadership opportunities with students of all grade levels. In order to achieve success, all children and adults in the Rivergold community see themselves as life long learners, utilizing these “Four Pillars for Success”.

Four Pillars for Success

- ❖ High Expectations
- ❖ Choice & Commitment
- ❖ Power to Lead
- ❖ Focus on Results

Rivergold School Profile

Rivergold Elementary is located on the River Road (400) near Yosemite Springs Parkway. Our K-8 school services the foothill community of Coarsegold and the Yosemite Lakes Park planned development. Our beautiful school is a multi-level campus surrounded by the distant Sierra Nevada Mountains. The campus is traversed by native wildlife daily. We are dedicated to providing our community of learners with structure and support in partnership with parents and the community. Our mission is to ensure that every student receives the highest quality education in a positive, safe, and secure learning environment in order to become a productive, healthy and curious member of our society.

We continue to focus on literacy. We are actively involved in staff development, professional reading groups and after-school reading clubs. Our students benefit from the Read Naturally program and the Accelerated Reader program.

We are currently implementing the state standards. We established promotion and retention criteria for grades 1-8 as well as intervention programs to help our students identified as “at risk.” Our gifted students have the opportunity for advanced learning through the GATE program which links our students with programs provided through the Challenger Learning Center, Fresno’s Chaffee Zoo and Scout Island Leadership Camp. Leadership is encouraged for interested students through Student Council and leadership courses. Rivergold houses a fully operational computer lab with internet capabilities.

Students experience the performing arts through our annual Winter Performance, Spring Fling, Upper Grade History Night and Talent Showcase. Our PTA continues to be a very dedicated, supportive and integral part of our team. It sponsors several special events including the Reflections Art program, Science Fair and History Fair. It also facilitates our annual Hawk Festival and fundraisers to provide field trips and specific classroom needs.

The Hawk Club has been developed for before and after-school care. Homework monitoring, snacks, enrichment and outdoor activities are provided for a nominal fee. Rivergold also provides extensive after school sports programs. Students in fifth grade and above may also participate each winter in the Mountain Area Ski program.

All staff members at Rivergold strive to instill the 5 R’s of Rivergold: Respect, Responsibility, Ready to Learn, Reaching Academic Standards and Rising to their potential. Rivergold is a family of learners where students, parents and staff work together so that Rivergold Hawks can fly high.

Rivergold School



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Rivergold's core curriculum is aligned with State Frameworks, Model Curriculum Guides, Programs for Language Arts and Math. The district continues to realign its curriculum to newly adopted State standards and CAT 6 objectives. The focus for the 2005-06 school year is to continue to implement the newly adopted Language Arts curriculum.

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

Rivergold currently offers standards based curriculum in the areas of Math, Science and Social Studies. We are currently evaluating Math for the 2005-06 school year.

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

Staff development is directed first toward teachers but also to instructional assistants and other classified employees, as trainings are appropriate. Staff development plans are made based on an analysis of student achievement data, curriculum needs, and individual needs. Administration has received AB 75 training in Language Arts and the staff is starting to receive AB 466 training in Language Arts.

4. Services provided by the regular program to enable Underperforming students to meet standards:

A variety of instructional methods and practices are used including whole class, small group, individual accommodations/modification, early reading interventions, cooperative learning, peer and cross-age tutoring (Buddies), academic competitions (Rivergold Reads), use of Student Study Team process, use of technology, use of instructional tutors (parent volunteers and the Community of Readers tutors), after-school Intervention classes/clubs, and Summer School and Intersession.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Accommodations are made for Special Education students based on their IEP. Accommodations are made for students Eligible for Section 504 plans again based on their need and articulated in their plans.

The use of our instructional assistants is designed to meet the needs of our students who qualify or EAI/SCE. Parents of identified students are notified at the first parent teacher conference in the fall.

5 cont.

Scores from the Standardized Test STAR/CAT 6 and teacher recommendations identify title 1 students. Rivergold School is a member of the Madera-Mariposa Counties Consortium for special Education known as SELPA. We have a Resource Specialist Program (RSP) which serves identified learning disabled students. The students are served both on a pullout basis and with inclusive services within their classroom. The children in the RSP program meet with a Resource Specialist for varying amounts of time, as indicated by their Individualized Education Programs (IEP). Services of a Speech and Language Therapist, a school psychologist, and a nurse are provided several days per month.

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

To increase academic achievement, we assess the present skill level of all students and use the assessment of information to plan educational experiences that will move students toward mastery of grade level content standards as established by the State Board of Education and the Coarsegold Union Board of Trustees. Student performance is assessed through quality indicators including norm-referenced testing, criterion referenced testing (including district assessments), and analysis of student work imbedded in the curriculum, grades and teacher recommendation.

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

All teachers experience a low percentage of underperforming students in their classroom. The percentage of students who are performing far below basic in Language Arts is 5.5% and 2% in Math. (Below Basic: 9% Language Arts 14% Math)

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

Rivergold currently offers these resources to assist students: After school reading clubs, intervention plans, intersession, community of volunteers, PTA enrichment, SPICE Program, Peer tutoring, and Summer School.

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

Rivergold does not qualify for grants and categorical funds, which are based on socio economics and low performance.

10. Limitations of the current program to enable Underperforming students to meet standards:

Need for an Intervention coordinator to help students during the school day due to the lack of an after school bus.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Current State Test Data

California Standardized Testing and Reporting (STAR)

Rivergold Elementary School

All Students

Total Enrollment on First Day of Testing: 440

County Name: Madera County

Total Number Tested: 429

District Name: Coarsegold Union Elementary District

Total Number Tested in Selected Subgroup: 429

School Name: Rivergold Elementary School

CDS Code: 20-65219-6110019

California Standards Test Scores - 2004

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EOC |
|-------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|-------|
| Reported Enrollment | 62 | 58 | 67 | 54 | 62 | 69 | 68 | |
| CST English-Language Arts | | | | | | | | |
| Students Tested | 61 | 57 | 65 | 53 | 59 | 68 | 66 | |
| % of Enrollment | 98.4 % | 98.3 % | 97.0 % | 98.1 % | 95.2 % | 98.6 % | 97.1 % | |
| Mean Scaled Score | 334.2 | 352.7 | 349.5 | 351.1 | 366.5 | 363.6 | 353.3 | |
| % Advanced | 8 % | 15 % | 18 % | 15 % | 24 % | 19 % | 25 % | |
| % Proficient | 28 % | 47 % | 35 % | 42 % | 41 % | 44 % | 23 % | |
| % Basic | 39 % | 25 % | 28 % | 30 % | 29 % | 26 % | 37 % | |
| % Below Basic | 18 % | 4 % | 14 % | 6 % | 3 % | 9 % | 12 % | |
| % Far Below Basic | 7 % | 9 % | 5 % | 8 % | 3 % | 1 % | 3 % | |
| CST Mathematics | | | | | | | | |
| Students Tested | 61 | 56 | 64 | 53 | 59 | 68 | | |
| % of Enrollment | 98.4 % | 96.6 % | 95.5 % | 98.1 % | 95.2 % | 98.6 % | | |
| Mean Scaled Score | 362.8 | 388.0 | 355.1 | 370.2 | 353.3 | 349.6 | | |
| % Advanced | 18 % | 43 % | 17 % | 15 % | 16 % | 13 % | | |
| % Proficient | 36 % | 25 % | 45 % | 53 % | 36 % | 34 % | | |
| % Basic | 33 % | 18 % | 23 % | 15 % | 36 % | 25 % | | |
| % Below Basic | 11 % | 14 % | 13 % | 15 % | 10 % | 24 % | | |
| % Far Below Basic | 2 % | 0 % | 2 % | 2 % | 2 % | 4 % | | |
| CST General Mathematics (Grades 6 & 7 Standards) | | | | | | | | |
| Students Tested | | | | | | | 31 | 31 |
| % of Enrollment | | | | | | | 45.6 % | |
| Mean Scaled Score | | | | | | | 330.0 | 330.0 |
| % Advanced | | | | | | | 3 % | 3 % |
| % Proficient | | | | | | | 37 % | 37 % |
| % Basic | | | | | | | 40 % | 40 % |
| % Below Basic | | | | | | | 17 % | 17 % |
| % Far Below Basic | | | | | | | 3 % | 3 % |
| CST Algebra I | | | | | | | | |
| Students Tested | | | | | | | 29 | 29 |
| % of Enrollment | | | | | | | 42.6 % | |
| Mean Scaled Score | | | | | | | 351.4 | 351.4 |
| % Advanced | | | | | | | 3 % | 3 % |
| % Proficient | | | | | | | 52 % | 52 % |
| CST Algebra I cont. % Basic | | | | | | | 41 % | 41 % |

| | | |
|-----------------------------------------------------------------------------|--------|-----|
| % Below Basic | 3 % | 3 % |
| % Far Below Basic | 0 % | 0 % |
| CST History - Social Science Grade 8 (Grades 6, 7 & 8 Standards) | | |
| Students Tested | 66 | |
| % of Enrollment | 97.1 % | |
| Mean Scaled Score | 337.6 | |
| % Advanced | 15 % | |
| % Proficient | 27 % | |
| % Basic | 35 % | |
| % Below Basic | 15 % | |
| % Far Below Basic | 8 % | |
| CST Science Grade 5 (Grades 4 & 5 Standards) | | |
| Students Tested | 53 | |
| % of Enrollment | 98.1 % | |
| Mean Scaled Score | 328.5 | |
| % Advanced | 2 % | |
| % Proficient | 23 % | |
| % Basic | 60 % | |
| % Below Basic | 13 % | |
| % Far Below Basic | 2 % | |

No Child Left Behind (AYP) Data 2004

2004 Adequate Yearly Progress (AYP)

School Met All 2004 Adequate Yearly Progress (AYP) Criteria? Yes

School Met 13 of its 13 AYP Criteria

| <u>2004 AYP Criteria Summary</u> | Met 2004 AYP criteria |
|----------------------------------|-----------------------|
| <u>AYP components</u> | |
| Participation rate | <u>Yes</u> |
| Percent proficient (AMOs) | <u>Yes</u> |
| API as additional indicator | <u>Yes</u> |
| Graduation rate | <u>N/A</u> |

| <u>Methodology Used</u> | Methodology |
|-----------------------------|-----------------|
| Percent proficient (AMOs) | <u>Standard</u> |
| API as additional indicator | <u>Standard</u> |
| Graduation rate | — |

Academic Performance Index

Met API criteria? (Yes)

| 2004 API Growth | 2003 API Base | 2003-04 Growth | Met 2004 AYP Criteria |
|-----------------|---------------|----------------|-----------------------|
| 800 | 824 | -24 | Yes |

School Goals for Improving Student Achievement:

Goal #1: Reach API of 800 or above and meet target growth.

Goal #2: Raise the % of Students meeting the AYP goal in Language Arts by 5%

GOAL # 1 for Improving Student Achievement: Reach API of 800 or above

and meet target growth of 1 or more.

Student groups participating in this goal: 2nd –8th Grades

Performance gains expected for these students: maintain current academic standards and scores

Means of evaluating progress toward this goal: 05-06 CAT 6 and California Standards Test results

Group data needed to measure academic gains: 2nd –8th Grades

Goal #2: Improve those meeting AYP by 5% in Language Arts.

| Description of Specific Actions to Improve Educational Practice | Implementers Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------|----------------|----------------------------------|
| <p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Address gap from 3 to 4th in Saxon Math due to drop down of books in 4-6th • Training in Language Arts program 466 Training • Use of EduSoft assessment for grades 2nd -8th to target areas needing improvement. • Upgrade 7-8th Social Studies Textbooks | Administration Fall 2005 | Purchase Social Studies Curriculum based on current state adoption | \$25,000 | District Schiff-Bustamante funds |
| <p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • Develop an afternoon intervention program for 1st-5th in Language Arts (Soar to Success) | Fall 2005 | Hire 1/5 Intervention Teacher Purchase intervention materials | \$20,000 | Title 1 General fund |
| <p>Extended learning time:</p> <ul style="list-style-type: none"> • Continue “within the day” interventions • Inter-sessions • Summer School | Current Staff | Employee or Staff Stipends | 0-\$3,000 | Title 5 At-Risk Students |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (*continued*)

| Description of Specific Improvements to be Made in Educational Practice | Implementers Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------|---------------------|----------------------|
| Increased educational opportunity: <ul style="list-style-type: none"> Develop a 45 min afternoon program that offers instruction at the students reading level. | Fall 2005 | See above | See above | GATE Title 1 |
| Staff development and professional collaboration: <ul style="list-style-type: none"> Continued Language Arts training and alignment | Staff "Buy Back" days 2005-06 | | \$20,000 – \$30,000 | District |
| Involvement of staff, parents and community: (<i>including interpretation of student assessment results to parents</i>) <ul style="list-style-type: none"> Interpretation of STAR and district assessment results is given to parents at parent/teacher conference goals/intervention plans are made based upon results. Aeries tracking to show more targeted results Volunteer programs such as SPICE, United Way and Community of Readers | Teachers/Parents Parent Conferences by the end of first quarter Volunteers | None | 0 | N/A |
| Auxiliary services for students and parents: (<i>including transition from preschool, elementary and middle school</i>) <ul style="list-style-type: none"> Student intervention plans as needed. Provide training for Instructional Assistants in instruction Resource Specialist program | Administration Teachers Instructional Assistants | As Needed | N/A | District |
| Monitoring program implementation and results: <ul style="list-style-type: none"> Monitored through the individual student scores on the STAR and local assessments Edusoft grades 1st -8th Aeries | | Purchase Edusoft | Approx. \$5,000 | Title II and Title V |

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

| Proposed Expenditures | Estimated Cost | Funding Source |
|-----------------------------------------------------------------|----------------------------|----------------------------|
| Classroom Instructional Assistants | \$60,000 | SIP District General Funds |
| Instructional Assistants/ Kindergarten Intervention Teachers | \$14,000 | Title One |
| 1/5 Intervention Teacher | \$14,000 | |
| Edusoft Intervention Ist. Materials | \$3,000-\$4,000 \$5,000 | Title V Lottery |

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.

State Programs

School Improvement Program

Amount: \$47,000

Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Title I: Targeted Assistance Program

Amount: \$ 29,000

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title II Part A: Improve Staff Quality

Amount \$15,000

Title II Part B: Technology

Amount \$3,300

Title V: Innovative Programs

Amount: \$2,500

Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member |
|-------------------------------|-----------|-------------------|--------------------|----------------------------|
| Bob Rose Principal | X | | | |
| Kay Emmert Certificated | | X | | |
| Jennifer Withrow | | X | | |
| Dani Bennett | | | X | |
| Trudi Casy | | | | X |
| Autumn Alford | | | | X |
| Jon Corippo | | | | X |
| Sarah Curley | | | | X |
| # of members of each category | 1 | 2 | 1 | 4 |

RECOMMENDATIONS AND 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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - X Community Advisory Committee for Special Education Programs
 - X Gifted and Talented Education Program Advisory Committee
 - X Other (*list*)
 - *Site Facilities*
 - *Language Arts Adoption*
 - *NCLB Representative*

RECOMMENDATIONS AND ASSURANCES cont.

4. 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. 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.
6. This school plan was adopted by the school site council on:
September 21st 2005

Attested:

Bob Rose

Typed name of school principal

Bob Rose

Signature of school principal

9/10/05

Date

Jessica Medrano

Typed name of SSC chairperson

Jessica Medrano

Signature of SSC chairperson

9/10/05

Date