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Del Mar Union School District



2011 - 2012



Single Plan for Student Achievement

Date Approved by School Site Council: December 8, 2011

Date Approved by District Board of Trustees: December 14, 2011

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School Vision and Mission

Carmel Del Mar and the Del Mar Union School District are committed to a common vision and mission.

We are educating for the future: forging a path for tomorrow's innovative, global thinkers.

We provide a nurturing, inspiring, and rigorous educational program for each of our students. With a collaborative community and dedicated staff, we continually evolve to develop well-rounded and fulfilled individuals, motivated lifelong learners, and future leaders prepared for the challenges of a changing world.

We believe:

- Every individual needs to be valued
- Everyone has the right to be safe
- The unique abilities of each child need to be identified and developed
- Lifelong learning is an expectation for children and adults
- Collaboration among students, staff, parents, and community leads to success
- Our children are future leaders
- In honesty, integrity, and transparency

We also are committed to the **Peace Builder's Pledge**.

I am a PeaceBuilder. I pledge to praise people, to give up put-downs, to seek wise people, to notice and speak up about hurts I have caused, to right wrongs, and to help others.

I will build peace at home, at Carmel Del Mar, and in my community each day.



School Profile

In 1992, Carmel Del Mar School opened its doors as the district's first elementary school east of Interstate 5. CDM is a neighborhood school providing a quality education to students in grades kindergarten through sixth grade.

This year, we enthusiastically opened our doors to 504 students in 24 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 20:1 and fourth through sixth grade maintain a 25:1 ratio.

Our goal is to create a learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. We are committed to helping our students realize their individual potential through a challenging and differentiated academic program.

In addition, we want each student to develop positive self-esteem, integrity, an appreciation of the arts, an interest in science, and an understanding of technology as an important tool in learning. Through our Extended Studies Curriculum (ESC), we offer weekly classes taught by credentialed specialists to students in the areas of visual art, choral and instrumental music, technology, physical education, and scientific investigation.

We encourage the support and involvement of families, community members, and business partners as we work together to meet the unique needs of each student. Our learning environment is enriched as we celebrate our cultural and linguistic diversity. We believe that building relationships is critical to meaningful collaboration. When all stakeholders feel that they are valued members of the learning community, they develop a sense of ownership and efficacy that transforms teaching and learning.



ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objectives	Current School Resources And Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u> , documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u> , documented to be in daily use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Carmel Del Mar are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey

Analysis of Current Conditions

Essential Component	Objectives	Current School Resources and Practices
2. Instructional Time	<p>2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions.</p> <ul style="list-style-type: none"> ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily <p>2.2 The school provides additional time for reading/ language arts students taking the intervention reading program:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily <p>2.3 The school provides time allocations for <u>mathematics</u>. This time should be given</p>	<p>Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. The instructional day is protected from unnecessary interruptions.</p> <p>Additional time is scheduled for interventions in reading and mathematics.</p>

	<p>priority and be protected from interruptions:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-6 60 minutes daily <p>2.4 The school provides additional time for mathematics students needing intervention:</p> <ul style="list-style-type: none"> ▪ K-5 15 minutes daily ▪ 6 30 minutes daily 	
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
<p>3. School Principal's Instructional Leadership Training</p>	<p>3.1 The district provides the school's principal opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>reading/language arts program</u>, K-6.</p> <p>The district provides the school's principal opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>mathematics program</u>, K-6.</p>	<p>The principal will participate in the requisite Principal Training Program.</p> <p>The principal also attends district supported professional development opportunities.</p>

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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
<p>4. Credentialed Teachers and Teacher Professional Development Opportunity</p>	<p>4.1 The district staffs classrooms with fully credentialed teachers.</p> <p>4.2 The district provides the school's teachers (in all grade levels/programs) opportunities for training in the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level.</p> <p>4.3 The district provides the school's teachers (in all grade levels) the opportunities for training in the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level.</p> <p>4.4 The district assigns teachers with CLAD/BCLAD (or</p>	<p>All teachers at Carmel Del Mar School are fully credentialed as multiple subject teachers or content specialists.</p> <p>All classroom teachers and specialists are CLAD certified – with the exception of two teachers who are currently completing requisite coursework/testing.</p>

	<p>equivalent) authorizations to all core content classrooms containing English learners.</p>	
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Academic Program Survey

Analysis of Current Conditions

<p style="text-align: center;">Essential Component</p>	<p style="text-align: center;">Objective</p>	<p style="text-align: center;">Current School Resources and Practices</p>
<p style="text-align: center;">5. Student Achievement Monitoring System</p>	<p>5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a</p>	<p>In reading, writing, and mathematics, students are assessed with common grade level and/or District assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically, as well as those who are English Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times</p>

	<p>basis for the monitoring system.</p> <p>5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.</p>	<p>each year using a district wide standards-based report card.</p>
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
<p>6. On-going Instructional Assistance and Support for Teachers</p>	<p>6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in</p>	<p>Teachers at all grade levels work together as a Professional Learning Community (PLC). By collaborating with peers, teachers support each other in the area of reading and mathematics. Colleagues coach each other in the areas of reading and mathematics and support teachers at all grade levels in a variety of ways. Colleagues assist with multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work with each other to develop instructional plans designed to support the children at their instructional level and move them closer to meeting</p>

	<p>mathematics.</p>	<p>or exceeding grade level proficiency. Site teacher leaders serve as members of district wide language arts and math committees. The teacher leaders share information relevant to the continuous development of effective instructional practices with the CDM staff during predetermined site PLC collaboration meetings.</p>
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Academic Program Survey

Analysis of Current Conditions

<p style="text-align: center;">Essential Component</p>	<p style="text-align: center;">Objective</p>	<p style="text-align: center;">Current School Resources and Practices</p>
<p style="text-align: center;">7. Regular Collaboration by Grade Level or Department for Teachers</p>	<p>7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p> <p>7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of</p>	<p>The structure of the Carmel Del Mar instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialogue occurs between and among grade levels. During weekly grade level collaboration time and twice monthly school wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education and grade level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of</p>

	regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	student groupings. During collaboration time, professional development needs are also identified and addressed.
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	<p>8.1 The school/district prepares and distributes an annual district/school wide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p>8.2 The school/district prepares and distributes an annual district/school wide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be</p>	<p>The District has provided a pacing guide, which was last updated in August 2004.</p> <p>In Spring 2007, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those State standards, which students must master in order to be successful at the next grade level.</p> <p>Work to identify benchmark assessments aligned to the essential standards is currently underway.</p>

	taught and in what sequence to ensure content coverage.	
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**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Carmel Del Mar
2010 - 2011**

12 POINT DECREASE IN API

MET 21 OF 21 AYP CRITERIA with 100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	943				931			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	<i>Growth</i>	Met 2011 AYP	2010	2011	<i>Growth</i>	Met 2011 AYP
School-wide	88.2	85.0	-3.2	Yes	89.0	87.4	-1.6	Yes
Asian	89.8	87.8	-2	Yes	100.0	98.6	-1.4	Yes
Hispanic	68.8	64.0	-4.8	*	50.0	56.0	6	*

White	89.0	86.4	-2.6	Yes	88.6	87.2	-1.4	Yes
Socioeconomically Disadvantaged	63.6	75.0	11.4	*	34.6	70.8	36.2	*
English Learners	81.8	72.2	-9.6	Yes	84.1	79.6	-4.5	Yes
Students with Disabilities	69.0	67.2	-1.8	Yes	74.4	75.9	1.5	Yes

**Not a significant subgroup*

CELDT

Scoring Levels

Carmel Del Mar	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	1	2%	4	5%
Level 2: Early Intermediate	0	0	8	10%
Level 3: Intermediate	10	25%	30	36%
Level 4: Early Advanced	17	42.0%	25	30%
Level 5: Advanced	12	30%	17	20%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

Carmel Del Mar will utilize a Professional Learning Community (PLC) model to support the deep implementation of rigorous, standards-based instruction with a focus on 21st century skills in the area of written language.

Student groups participating in this goal – all students in kindergarten through 6th grade.

Performance gains expected for these students – student progress toward SMART Goal measures identified by each grade-level PLC in the area of writing instruction.

Means of evaluating progress toward this goal:

- Observation data that provides evidence of teachers implementing research-based strategies in the area of writing instruction – as consistent with the district’s professional development series.
- California Standards Test (CST).
- Teacher-created formative assessments focused on written expression.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <p>All primary textbooks are aligned to</p>	<p>District Office,</p>	<p>District provides</p>	<p>Lottery</p>

State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers, and Principal SY 2011-2012	texts and consumables Supplemental materials	SIP
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<p>Improvement of instructional strategies:</p> <p>Grade levels/teachers will use formative assessments to determine student progress toward grade level standards.</p> <p>PLC teams will analyze student data from formative assessments corresponding to grade-level SMART goals.</p> <p>Grade-level teams will craft annual SMART goals and establish benchmarks to achieve identified goals.</p> <p>Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering writing standards.</p> <p>Grade-levels/teachers will attend district writing staff development</p>	<p>Teachers, Principal, and Academic Support Staff SY 2011-2012</p> <p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal September 2011</p> <p>Teachers SY 2011-2012</p> <p>Teachers SY 2011-2012</p>	<p>Nancy Fetzer Presentation Substitutes</p>	<p>PLC Wednesdays and Common Planning Time</p> <p>District Staff Development Funds</p>
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<p>Increased educational opportunity:</p> <p>Grade-level formative assessments and District Writing Assessments will be used to guide instruction and target learning needs of all students in order to address areas of need through additional instruction or re-teaching.</p>	Teachers/Principal SY 2011-2012		PLC Wednesdays and Common Planning Time
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<p>Staff development and professional collaboration:</p> <p>The first and third Wednesdays of each month will be used for either school-wide or grade-level Professional Learning Community collaboration and staff</p>	Teachers/Principal SY 2011-2012		
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<p>development</p> <p>During the 2010-2011 school year, each trimester school-wide vertical PLC teams will be used for school wide collaboration and benchmarking progress toward achieving grade level team SMART goals and best practices.</p> <p>The Extended Studies Schedule will be coordinated to allow grade-level teams common time for further collaboration.</p>	<p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal SY 2011-2012</p>	<p>ESC teachers</p>	<p>District DMSEF funding</p>
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<p><i>Involvement of staff, parents and community:</i></p> <p>CST results are shared with parents through the SARC, school website/email, SSC, and PTA meetings.</p> <p>Parents receive individual student reports. The reports are mailed home each fall. Parent conferences are held in the fall and spring of each school year.</p> <p>Assessment results are shared with staff, the SSC, and the PTA.</p> <p>Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.</p>	<p>Administration SY 2011-2012</p> <p>Teachers/Office Staff SY 2011-2012</p> <p>Administration Annually</p> <p>Principal/Teachers SY 2011-2012</p>	<p>Substitutes</p>	<p>District</p>
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<p><i>Monitoring program implementation and results:</i></p> <p>Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Student data is reviewed during grade-level meetings and PLC meetings monthly. Results and progress toward school-wide goals are evaluated through SSC.</p>	<p>Teachers/Principal</p>	<p>District Office</p>	
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GOAL # 2 for Improving Student Achievement:

Carmel Del Mar will continue to foster a learning culture of collaboration to ensure instructional rigor and continuity across grade-level teams with a focus on learning and results.

Student groups impacted by the implementation of this goal – all students in kindergarten through 6th grade.

Performance gains expected for these students – student progress toward SMART Goal measures identified by each grade-level PLC; teacher progress toward individual SMART goals tied directly to student achievement; Grade-level and school-wide survey results on progress teams are making on the PLC continuum.

Means of evaluating progress toward this goal:

Observation data and PLC artifacts that provide evidence that teachers are implementing research-based strategies that support a professional learning community:

- Grade-level norms
- PLC meeting agendas with commitments to action
- Implementation of data discussion protocols with supporting documentation and artifacts
- PLC Continuum Survey results

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content</i>			

<p>standards:</p> <p>All primary textbooks are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.</p>	<p>Teachers/Principal SY 2011-2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>Lottery</p> <p>SIP</p>
<p>Improvement of instructional strategies:</p> <p>PLC teams will implement protocols for collaboration: norm creation, agenda design, data conversation protocols, and reflection formats.</p> <p>Grade level teams will analyze student data from formative and summative assessments corresponding to individual and team SMART goals.</p>	<p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal SY 2011-2012</p>		<p>PLC Wednesdays Common Planning Time</p>
<p>Increased educational opportunity:</p> <p>Grade-level formative assessments and District Writing Assessments will be used to guide instruction and target learning needs of all students in order to address areas of need through additional instruction or re-teaching.</p>	<p>Teachers/Principal SY 2011-2012</p>		<p>PLC Wednesdays Common Planning Time</p>
<p>Staff development and professional collaboration:</p> <p>The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Community collaboration and staff development</p> <p>During the 2010-2011 school year, each trimester school-wide vertical PLC teams will be used for school wide collaboration and benchmarking progress toward achieving grade level team SMART goals and best practices.</p> <p>The Extended Studies Schedule will be coordinated to allow grade levels common time for further collaboration.</p> <p>Teachers will revisit the PLC continuum</p>	<p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal</p>		<p>District DMSEF funding</p>

survey each trimester to determine next steps to facilitate professional growth.	SY 2011-2012		
<p><i>Involvement of staff, parents and community:</i></p> <p>Representative PLC teams will share examples of SMART goals and student progress associated with individual SMART goals.</p> <p>Agendas and other evidence of PLC practices will be shared with the SSC. Information regarding PLCs will be shared via principal communications.</p>	<p>Teachers/Principal SY 2011-2012</p> <p>Teachers/Principal 2011-2012</p>		
<p><i>Monitoring program implementation and results:</i></p> <p>Implementation and results are monitored through informal and formal measures. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade-level SMART goals is completed mid-year and again at the end of the year. Achievement of SMART goals, which are directly related to student achievement, is an indicator of effective PLC implementation. Student data is reviewed during grade-level meetings and PLC meetings twice each month. Additionally, the district summative writing assessment is administered three times a year at the end of each trimester. Results and progress toward school-wide goals are evaluated through School Site Council.</p>	<p>Teachers/Principal SY 2011-2012</p>		

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Carmel Del Mar

2011 – 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 32,957	<ul style="list-style-type: none"> ▪ ELL Tutor ▪ Leveled Literacy Intervention Program – to include teacher training in strategies/resources. ▪ Guided Reading Books for targeted differentiated reading instruction. ▪ Hi Interest/Low Readability texts for struggling readers and students developing literacy in a second language.
English Language Acquisition Program (ELAP)	\$ 3,846	
School Improvement Program		

(SIP)	\$ 24,463	Please see attachment.
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Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students (includes carryover from 2010-11)*

English Language Acquisition Program (ELAP) *Develop fluency in English and academic proficiency of English Learners in Grades 4-6. This is carryover from last year (no new ELAP funds for 2011-12). Must be used for grade 4-6 only.*

School Improvement Program - *Improve school response to educational, personal and career needs of all students (includes carryover from 2010-11)*

**Del Mar Union School District
Proposed School Improvement Budget
2011 – 2012**

Carmel Del Mar

2011-2012 Allocation	\$24,463
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Budget Proposal

Proposed Expenditures

Staff Development - \$1,463.00

These funds support the ongoing professional development of all Carmel Del Mar educators. Funding provides for workshop fees, presenter fees, professional books and resources, and teacher professional development release dates.

Instructional Resources/Materials - \$2,000.00

These funds support the purchase of supplemental instructional resources and materials that are not covered by district general textbook funds. Resources will be purchased that directly support quality differentiated instruction.

Instructional Aide - \$3,000.00

These funds support the expansion of the ELL tutor's hours to allow for additional small group instruction to support all learners requiring additional time and support to learn

21st Century Learning Platform - \$18,000

These funds support the purchase of instructional tools for the learning of academic content in a learning environment conducive to 21st century global learning skills. These funds will allow for the updating of the technology infrastructure at CDM to allow for powerful teaching and learning.

All SIP expenditures during the 2011-2012 school year will support specific actions to improve educational practices as outlined in the Vision for Excellence/CDM Site Strategic Plan for Student Achievement.

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	Secondary Student
Eileen Mary Delaney	x				
Brian Carroll		x			
Bill Porter		x			
Janet Wolfertz		x		x	
Michelle Meckel			x		
David Wojtkowski				x	
Maura Skinner				x	
Gil Gross				x	
Dana Ferrari				x	
Candace Chun			x		
Norma Costanzino			x	x	
Numbers of members of each category	1	3	3	6	
Total for each group (must be equal)					

RECOMMENDATIONS AND ASSURANCES

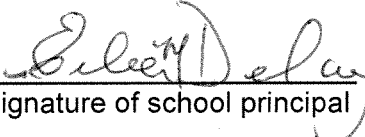
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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 recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
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. The school site council adopted this school plan on December 8, 2011.

Attested:

Eileen Mary Delaney

Typed name of school principal


Signature of school principal

12/8/11
Date

Maura Skinner
Typed name of SSC chairperson


Signature of SSC chairperson

12/8/11
Date