

Del Mar Union School District



TORREY HILLS

Vision for Excellence Site Strategic Plan

2011 - 2012



Date Approved by School Site Council: November 20, 2011

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

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School Mission and Vision

The mission of Torrey Hills Elementary School is to provide each child with a nurturing environment and an academically challenging curriculum that promotes: *Life-long learners *Creative and critical thinking *Personal academic achievement *Appreciation for individual differences *Responsible citizenship in a democratic society.

Torrey Hills Vision

Torrey Hills School is a nurturing, cooperative, learning environment that promotes responsible citizenship. In alliance with parents, community members, organizations and businesses we provide opportunities for learning and service in a setting that is a meaningful and engaging setting for all learners. The Torrey Hills community embodies shared decision-making and creates a sense of belonging and ownership in our school. This foundation empowers children to become self-confident, intrinsically motivated, and successful life-long learners.

As a school community, we come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment, and a broad base of knowledge. Students meet or exceed rigorous State Standards. Through a commitment to social, emotional and physical well-being Torrey Hills Elementary provides an environment that maximizes the development of each child. Each individual's strengths are nurtured and valued as a contributing member of the community.

The Torrey Hills staff is committed to working as a professional learning community to build a school of high-achieving learners that fosters independence in a supportive environment. The staff members are knowledgeable, life-long learners who model creative problem solving through an interactive approach to curriculum development, student grouping, and instructional design. By providing access to, and experience with state of the art resources, the staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information.

The Torrey Hills School, united in a shared responsibility to provide a quality education, ensures the success of every child.

School Profile

Torrey Hills Elementary opened its doors for students in August 2002. The beautiful campus is located amidst an expansive new home and business development. The student and staff population has now stabilized after several years of growth in the area and subsequent boundary changes, staffing shifts, and administrative changes. The student population of 720 students in 2010-2011 represents twelve different ethnic groups and twenty-five different home languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued.

The Torrey Hills community of educators is united in their purpose of meeting the needs of every child, every day. The majority of Torrey Hills' students enters school ready to learn and prepared for academic rigor; and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through the application of rigorous academic standards, the use of standards-based curriculum and access to highly effective Professional Learning Communities. The continuous improvement in student performance is the result of ongoing professional development and high quality instruction.

At Torrey Hills, the entire school community is committed to providing an enriched, balanced educational experience for our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extend beyond "the basics". Students at Torrey Hills also participate in an Extended Studies Curriculum (ESC) that includes art, music, technology, investigative science, mathematics enrichment, and physical education. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents in many areas.

The Torrey Hills community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parent involvement is present daily in classrooms, through work on site leadership committees, through the financial support of the education foundation, by a very active PTA, and by participating in many events and activities.

Torrey Hills is a dynamic, fun, student-centered place to be. The community of staff, students, parents, and community members is committed to excellence and works to ensure a setting where students will thrive and develop socially, emotionally and academically.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	<p>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.</p> <p>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.</p>	<p>The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Torrey Hills are currently using the adopted standards-based materials as the core instructional program. The district identified essential standards and creates assessments that measure the degree to which the standards are met.</p> <p>Standards-based instructional materials adopted by DMUSD have been purchased and are used in all Torrey Hills' classrooms. Materials are purchased for all core content subject areas and are appropriate to all student groups at all levels. Supplemental materials are provided for grade levels based on students' needs and teams' decisions to augment core curriculum.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	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 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 	All Torrey Hills students participate in appropriate amounts of instructional time in all content areas.

Academic Program Survey: Analysis of Current Conditions
(continued)

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 (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6.</p> <p>3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.</p>	<p>The school principal is participating in the district-level training on the Essential Elements of Instruction (EEI). Principal will increase her knowledge of the research-based EEI and improve in her analysis of instruction based on the EEI model.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

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) the SB 472 Professional Development Program through a State-authorized provider. The training features 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 SB 472 Professional Development Program through a State-authorized provider. The training features 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 equivalent) authorizations to all core content classrooms containing English learners.</p>	<p>All teachers at Torrey Hills are fully credentialed as multiple subject teachers or content specialists.</p> <p>All classroom teachers and specialists are CLAD certified.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>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 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>Torrey Hills' teachers use many types of assessments to monitor student progress towards meeting the state standards. Different assessments are used according to students' grade level. Assessments include, but are not limited to California Standards Test (CST), California English Language Development Test (CELDT), DMUSD writing prompts, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), Essential Standards Assessments, and formative assessments as part of district adopted curriculum materials.</p> <p>Torrey Hills' teachers meet at least monthly in grade level groups to review assessments, analyze data, and collaborate with colleagues to improve instruction and student performance.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

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 mathematics.</p>	<p>Each year teachers attend a variety of professional development sessions selected for their breadth, connectedness to the State standards, and relevance. These include: Foundations of American History, Learning Headquarters, Effective Elements of Instruction, Media Specialist Conference, CUE Conference, Increasing Reading Fluency, QRI and DIBELS training, and Anti-Bullying. Teachers participate in these professional development sessions in combination with workshops attended through BTSA, site and District presentations. Throughout the year, SMART goals and school wide goals are reviewed and degrees of achievement are measured using data and observation.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>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 regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p>	<p>Working as a Professional Learning Community (PLC) ensures the close alignment between school wide goals and grade level SMART goals. These Strategic and specific, Measurable, Attainable, Results-based, and Time-bound (SMART) goals are the foundation used to develop a specific plan of action designed to ensure students meet or exceed grade level standards. Through this process for planning, monitoring and improving academic programs, essential performance standards are identified, benchmarks are established and common assessments used to monitor progress are developed. Additionally, professional development opportunities are identified to support the achievement of SMART goals.</p> <p>As part of the ongoing process for revising and evaluating school wide professional development, student performance on multiple measures combined with teacher reflection assists in evaluating the effectiveness of instructional practices. Students who are not yet proficient are one of the driving forces in choosing an area of professional growth. During team PLC time, test scores and data from daily instruction are compared and individual students, or groups of students are targeted based on classroom performance and the retention of key concepts. When students struggle to meet essential grade level standards, areas of necessary professional growth are identified.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	<p>8.1 The school/district prepares and distributes an annual district/schoolwide-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/schoolwide-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 taught and in what sequence to ensure content coverage.</p>	All grade level teams plan for annual instruction according to the district pacing schedules for language arts and mathematics.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Torrey Hills
2010 - 2011**

8 POINT DECREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	955				947			
	Language Arts <i>2009 Target: 46%</i>				Mathematics <i>2008 Target: 47.5%</i>			
	2010	2011	<i>Growth</i>	Met 2011 AYP	2010	2011	<i>Growth</i>	Met 2011 AYP
Schoolwide	89.3	88.4	-0.9	Yes	88.2	88.0		Yes
Asian	94.0	97.9	3.9	Yes	98.7	97.9		Yes
Hispanic	77.4	76.9	-0.5	*	71.0	76.9		*
White	88.5	85.0	-3.5	Yes	84.6	85.0		Yes
Socioeconomically Disadvantaged	*	42.9	*	*	*	50.0		*
English Learners	76.9	83.1	6.2	*	87.7	83.1		*
Students with Disabilities	71.2	71.0		*	65.4	72.5		*

**Not a significant subgroup*

CELDT
Scoring Levels

Torrey Hills	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	1	2%	23	16%
Level 2: Early Intermediate	5	10%	23	16%
Level 3: Intermediate	7	13%	34	23%
Level 4: Early Advanced	17	33%	35	24%
Level 5: Advanced	22	42%	32	22%

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Torrey Hills
2009 - 2010**

7 POINT DECREASE IN API

MET 15 OF 15 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2009 Base				2010 Growth			
	962				955			
	Language Arts <i>2010 Target: 56.8%</i>				Mathematics <i>2010 Target: 58%</i>			
	2009	2010	<i>Growth</i>	Met 2009 AYP	2009	2010	<i>Growth</i>	Met 2010 AYP
Schoolwide	91.4	89.3	-2.1	Yes	90.7	88.2	-2.5	Yes
Asian	96.6	94.0	-2.6	Yes	99.3	98.7	-0.6	Yes
Hispanic	80	77.4	-2.6	*	84	71.0	-13	*
White	89.5	88.5	-1.0	Yes	86.5	84.6	1.8	Yes
English Learners	85.7	76.9	-8.8	*	91.1	87.7	-3.4	*
Students with Disabilities	71.7	71.2	-0.5	*	69.6	65.4	-4.2	*

**Not a significant subgroup*

CELDT
Scoring Levels

Torrey Hills	2008-2009		2009-10	
	Number	Percent	Number	Percent
Level 1: Beginning	2	3%	1	2%
Level 2: Early Intermediate	2	3%	5	10%
Level 3: Intermediate	6	8%	7	13%
Level 4: Early Advanced	26	35%	17	33%
Level 5: Advanced	38	51%	22	42%

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Torrey Hills
2008 - 2009**

API Change 10

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

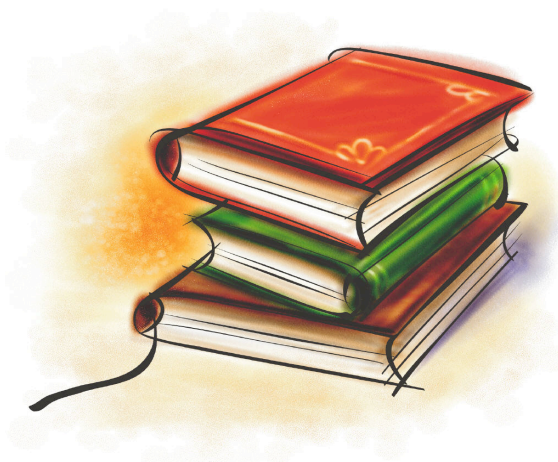
Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2008 Base				2009 Growth			
	953				963			
	Language Arts <i>2009 State Target: 46%</i>				Mathematics <i>2009 State Target: 47.5%</i>			
	2008	2009	<i>Growth</i>	Met 2009 AYP	2008	2009	<i>Growth</i>	Met 2009 AYP
Schoolwide	91.4	91.4	0	Yes	91.7	90.7	-1	Yes
Asian	96.9	96.6	-.3	Yes	96.9	99.3	2.4	Yes
Hispanic	89.5	80	-9.5	*	84.2	84	-.2	*
White	88.9	89.5	.6	Yes	90.3	86.5	-3.8	Yes
English Learners	90.9	85.7	-5.2	*	93.9	91.1	-2.8	*
Students with Disabilities	75	71.7	-3.3	*	80.6	69.6	-11	*

*Not a significant subgroup

CELDT
Scoring Levels

Torrey Hills	2007-2008		2008-2009	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0	2	3%
Level 2: Early Intermediate	4	7%	2	3%
Level 3: Intermediate	5	9%	6	8%
Level 4: Early Advanced	26	48%	26	35%
Level 5: Advanced	19	35%	38	51%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:			
By June 2012, at least 65% of Torrey Hills students will perform at the advanced levels in the written conventions and writing strategies strands of the CST.			
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 used in language arts 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/Admin</p> <p>Sept 2011-June 2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District</p>
<p><i>Improvement of instructional strategies:</i></p> <p>Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals.</p> <p>Grade levels will focus on teaching to the advanced levels of writing.</p> <p>Grade levels will analyze student writing samples on a monthly basis to determine student needs.</p> <p>Grade levels will plan writing lessons based on student needs and the expectation that all students can write at the advanced levels.</p> <p>Classroom teachers will regularly provide differentiated instruction to support all students in mastering/exceeding language arts standards.</p> <p>Teachers will develop strategies for assisting students to reflect on their own reading and writing growth. Ex: Students assess their writing through use of student rubrics.</p> <p>Teachers will develop additional supports for students grades 4-6</p> <p>Provide materials and support for English Learners and academically at risk students Technology will be purchased to increase and/or maintain current hardware and software</p>	<p>All teams</p> <p>August 2011-June 2012</p> <p>Grade level teams</p> <p>Principal-led PLC</p> <p>August 2011-June 2012</p> <p>Site</p> <p>Fall 2011-Spring 2012</p> <p>Technology committee</p> <p>October 2011-June 2012</p>	<p>Instructional materials to support team SMART goals</p> <p>Substitutes</p> <p>Professional books to support writing instruction</p> <p>Instructional Materials (Language Arts)</p> <p>Instructional Materials</p> <p>Instructional Materials</p> <p>Classroom computers, workstations, web-based instructional programs</p>	<p>SIP \$1500</p> <p>SIP \$2108</p> <p>ELAP \$2808</p> <p>EIA \$10,000</p> <p>SIP \$9,000</p>

<p><i>Extended learning time:</i> Students will participate in weekend learning opportunities for academic support or extension. Appropriate instruction will be determined based on student needs as identified by their teachers.</p>	<p>Grade level teams ESC teachers</p>		
<p><i>Increased educational opportunity:</i> Students demonstrating a need for additional academic support in 1st through 6th grade will have the opportunity to participate in additional interventions by the classroom teacher. Students in first and second grade falling below grade level benchmarks will participate in Everyone a Reader program. To support all goals, instructional materials and equipment are provided for the Art and Music programs. Provide additional small group ELD instruction</p>	<p>Classroom teachers and grade level teams Sept 2011-June 2012 Teachers Sept 2011-June 2012 ESC teachers Sept 2011-June 2012 Classroom Teachers ELD instructional aide Sept 2011-June 2012</p>	<p>Instructional Materials (Music/Art) Salary and benefits</p>	<p>SIP \$2500 EIA \$14097</p>
<p><i>Staff development and collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. Instructional assistant to support workroom and enhance teacher focus on identifying students' needs, planning and implementation of optimal learning for all students.</p>	<p>Classroom Teachers/Administration Sept 2011-June 2012 Administration Sept 2011-June 2012</p>	<p>Salary and benefits Workroom Materials</p>	<p>SIP \$3500 SIP \$500</p>
<p>The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration. Professional development will be provided during scheduled PLC time. Staff development will occur according to needs determined by analyzing student data of English Learners Teachers will regularly participate in vertical articulation to engage in inquiry of strategies to differentiate for students needing more support or to extend and challenge. On-site and off-site staff development will be provided to address action steps, based</p>		<p>Substitutes</p>	<p>EIA \$4500 EIA</p>

GOAL # 2 for Improving Student Achievement:			
By June 2012, 95% of Torrey Hills students will perform at the proficient/advanced levels in the mathematics portion of the CST.			
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 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>			District
<p><i>Improvement of instructional strategies:</i></p> <p>Analyze student progress data from mathematics curriculum to identify strengths, needs, and next steps in teaching/learning problem solving/math reasoning.</p> <p>Supplies and materials to support science instruction at all grade levels</p> <p>Incorporate daily problem solving/math reasoning experiences</p> <p>Support English Learners and at risk students in mathematics</p>	<p>Administrator Teachers Sept 2011-June 2012</p> <p>Administrator Teachers Sept 2011-June 2012</p>	<p>Substitutes</p> <p>Instructional Materials (Science)</p> <p>Instructional Materials (Math)</p>	<p>SIP \$2000 EIA \$4500</p> <p>SIP \$2500</p> <p>SIP \$1500 EIA \$5535</p>
<p><i>Extended learning time:</i></p> <p>Students will participate in after school or weekend learning opportunities for academic support or extension. Appropriate instruction will be determined based on student needs as identified by their teachers.</p>	<p>Grade level teams Sept 2011-June 2012</p>		
<p><i>Increased educational opportunity:</i></p> <p>Grades 1-3 students needing additional support will receive intervention by the classroom teacher.</p> <p>Grades 4-6 students needing additional support will receive interventions by the classroom teacher.</p>	<p>Classroom teachers and ESC teachers Sept 2011-June 2012</p>	<p>Instructional Supplies (Math)</p>	<p>ELAP \$2000</p>
<p><i>Staff development and collaboration:</i></p>			

Refer to Goal #1			
<i>Involvement of parents and community:</i>			
Refer to Goal #1			
<i>Monitoring program implementation and results:</i>			
Refer to Goal #1			

GOAL # 3 for Improving Student Achievement:			
Torrey Hills will continue to foster a climate that provides a safe and productive learning atmosphere to be measured by school community survey of students, parents, and staff.			
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>The PeaceBuilders curriculum meets California State and Federal guidelines and is one of the approved programs for character education.</p>	<p>Teachers Administrator September 2010-2012</p>	<p>District provides textbooks and consumables</p> <p>Supplemental materials</p>	<p>District</p>
<p><i>Improvement of instructional strategies:</i></p> <p>Create school wide discipline plan and rules with consistent consequences.</p> <p>Review school wide rules and behavioral expectations at the beginning of each year.</p> <p>Promote a safe recess environment</p> <p>Use PeaceBuilders program lessons in every classroom</p> <p>Teachers will sponsor after school or lunch clubs to support student well-being</p>	<p>Administrator Teachers Support Staff Playground Volunteers Sept 2011-June 2012</p> <p>Teachers Sept 2011-June 2012</p> <p>Teachers Sept 2011-June 2012</p>	<p>Playground Equipment</p> <p>Teacher Hrly</p>	<p>SIP \$2000</p> <p>SIP \$2500</p>
<p><i>Extended learning time:</i></p>			

<p><i>Increased educational opportunity:</i></p> <p>PeaceBuilders lessons will be taught weekly.</p> <p>Incorporate PeaceBuilders lessons into Morning Meetings.</p> <p>Utilize PraiseNotes and "Torrey Ticket" slips to recognize PeaceBuilders every day.</p> <p>Monthly spirit assemblies and awards assemblies</p>	<p>Teachers Sept 2011-June 2012</p> <p>Administrator Staff Sept 2011-June 2012</p>	<p>Assembly Materials</p>	<p>\$500</p>
<p><i>Staff development and collaboration:</i></p> <p>All staff members will receive training in order to effectively implement the PeaceBuilders program school wide.</p> <p>The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities.</p> <p>The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration.</p>	<p>Administrator as new staff are added School psychologist</p> <p>Administrator Teachers Sept 2011-June 2012</p>		
<p><i>Involvement of parents and community:</i></p> <p>PeaceBuilders information is shared through the school website, in newsletter articles, and through parent meetings.</p> <p>Survey results are shared with the SSC, Site Strategic Planning Committee, and PTA.</p>	<p>Adminstrator Staff Sept 2011-June 2012</p> <p>Admin Annually</p>		
<p>Parents of students involved in inappropriate behavior are notified by either the classroom teacher, principal, or through use of a behavior slip.</p> <p>Students requiring extensive relationship support may be assisted through a collaborative Student Success Team meeting resulting in strategies facilitated by parents and staff.</p>	<p>Admin. As needed</p>		
<p><i>Monitoring program implementation and results:</i></p> <p>Implementation and results are monitored through formal and informal measures. Grade level SMART goals are developed in the fall and monitored</p>	<p>Administrator Teachers</p>		

<p>throughout the year and may include a grade level social climate goal. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Behavior trends are analyzed as a staff and adjustments are made to affect positive results. Results and progress toward school wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.</p>			
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**Proposed School Improvement Budget
2011-2012**

Torrey Hills School

2011-2012 Allocation	\$31,608
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Budget Proposal

Proposed Expenditure	Amount
<i>CERTIFICATED SUPPORT</i>	
<ul style="list-style-type: none"> • Substitutes for release time to allow for peer coaching and teacher demonstration lessons. Substitutes will also be used for grade level planning and analyzing student work. \$2,000 • Teacher Hourly to support students in afterschool or lunchtime school clubs \$2500 	
<i>CLASSIFIED SUPPORT</i>	
<ul style="list-style-type: none"> • An assistant to provide support for teachers and staff in the workroom \$3500 	
<i>INSTRUCTIONAL SUPPLIES</i>	
<ul style="list-style-type: none"> • <u>LANGUAGE ARTS</u> Supplementary literacy materials: writing program materials, leveled books, guided reading materials, supplies for the library, Formative assessment instruments \$2108 • <u>MATH</u> Manipulatives and consumables to support and supplement the math program. \$1500 • <u>SCIENCE</u> Science consumable materials for classrooms K-6, and the science lab, including models, supplies and equipment. For materials and supplies for the school garden and live animals in the science lab. Registration for science competitions including, but not limited to, Science Olympiad, Science Field Day, Math Field Day. Formative assessment instruments and online program licenses. \$2500 • <u>MUSIC AND ART</u> Musical productions and art programs including supplies, media, materials, assemblies, and instruments to support music and art standards \$2500 • <u>PHYSICAL EDUCATION</u> Physical education equipment and supplies to replace or augment current materials. These items are used by all students during physical education classes and during recess times. \$2000 • <u>PROFESSIONAL BOOKS</u> The purchase of professional books to deepen staff understanding of curriculum and instruction \$1500 • <u>WORKROOM</u> Materials to keep the workroom supplied for classroom projects and events \$500 • <u>ASSEMBLIES</u> Materials, and supplies to involve all students and staff in maintaining a safe and positive school climate. Rewards for students. \$500 	

TECHNOLOGY <ul style="list-style-type: none"><u>HARDWARE AND SOFTWARE</u> Supplies media software, media hardware (printers projectors, cameras, headphones to replace obsolete hardware ad increase classroom computer access.	\$9000
FOOD <ul style="list-style-type: none">Refreshments for staff and parents for meetings	\$1500

**DEL MAR UNION SCHOOL DISTRICT
CATEGORICAL PROGRAMS**

**SERVICES PROVIDED BY CENTRAL STAFF
ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

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.

Torrey Hills

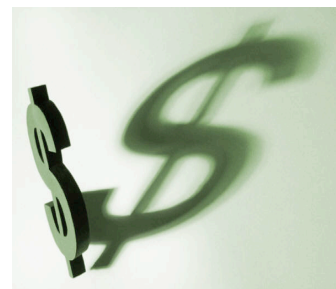
2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$51632	Instructional assistant Supplemental materials Translation services ELAC – parent involvement
English Language Acquisition Program (ELAP)	\$ 4,808	Supplemental instructional materials, Personnel
School Improvement Program (SIP)	\$31,608	Instructional materials and supplies, Conference costs, Teacher hourly and substitute

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

English Language Acquisition Program- *Develop fluency in English and academic proficiency of English Learners in Grades 4-6.*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Academic Learning Program (ALP) – *Improve educational experiences for students achieving below proficient level on CST*



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
Melia Fuller				X	
Michael Fuller				X	
Brenda Bilstad				X	
Karen Rusnak				X	
Vilas Shukla				X	
Summer Gurell			X		
Rebecca Hoy		X			
Chris Teisher		X			
Barbara Boone	X				
Cathy Brizes			X		
Numbers of members of each category					
Total for each group (must be equal)		5		5	

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: November 18, 2011

Attested:

Barbara Boone
Typed name of school principal

Barbara Boone 12/9/11
Signature of school principal Date

Brenda Bilstad
Typed name of SSC chairperson

[Signature] 12/9/11
Signature of SSC chairperson Date