



SINGLE PLAN

FOR STUDENT ACHIEVEMENT

ASHLEY FALLS SCHOOL

2011-2012

Contact Person: Shelley Petersen
Position: Principal
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Date Approved by School Site Council: December 9, 2011

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



School Mission and Vision

The mission of Ashley Falls 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**

Ashley Falls Vision

Ashley Falls 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 engaging setting for all learners. The Ashley Falls 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 there exists 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 Ashley Falls 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 Ashley Falls School, united in a shared responsibility, ensures the success of every child. Every Ashley Falls Eagle will *Soar to Success!*

School Profile

Ashley Falls School opened its doors for students in August 1997. The beautiful campus is located amidst expansive new home development and is adjacent to a community park. 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 470 represents eight different ethnic groups and eighteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued.

The Ashley Falls community of educators is united in their purpose of meeting the needs of every child, every day. The majority of Ashley Falls 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 rigorous academic standards, the use of standards-based curriculum and highly effective Professional Learning Communities (PLC). The continuous improvement in student performance is the result of ongoing professional development and high quality instruction.

The Ashley Falls theme *“Soaring to Success”* represents much more than academic proficiency. At Ashley Falls, the entire school community is also 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 Ashley Falls also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science and physical education. These weekly enrichment classes provide students with the opportunity to discover and develop strengths and talents in many areas.

The Ashley Falls community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parental involvement is present daily in classrooms, through work on site leadership committees, through the financial support of the education foundation, and by participations in many events and activities.

Ashley Falls 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. In spring of 2008, Ashley Falls School was recognized as a California Distinguished School by the State of California.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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. 1.3 The school provides physical education instruction by classroom teachers and a certificated physical education teacher. 1.4 The school provides the most recent State Board-adopted instructional programs, in <u>science and social studies</u>, documented to be in 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 including reading/language arts and mathematics. Teachers at Ashley Falls are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time is given priority and is protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily 2.5 The school provides time allocations for social studies, science, music, art, physical education and technology.	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. Schedules also reflect time allocations for social studies, science, music, art, physical education and technology. The instructional day is protected from excessive interruptions. Additional time is scheduled by classroom teachers for reading intervention and mathematics as appropriate.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	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. 3.2 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.	The principal actively participates in staff development through school and district opportunities in the area of language arts. The principal actively participates in staff development through school and district opportunities in the area of mathematics.
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 Classrooms are staffed with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Ashley Falls School are fully credentialed and possess either a CLAD or BCLAD certificate. Del Mar is focused on providing in-depth professional development in the area of writing. Every teacher at each grade level will attend three full days of grade level specific professional development. Additional professional development is scheduled during time-banked Wednesdays and staff meetings. Ashley Falls teachers are receiving extensive training in Cognitively Guided Instruction (CGI) to enhance instructional practices which will further develop students ability to successfully solve complex math word problems. Teachers will receive four full days of professional development as well as coaching opportunities, and support on time-banked Wednesdays. Ashley Falls has created a yearlong professional development calendar utilizing staff meetings and time-banked Wednesdays. Grade level SMART goals are developed in both mathematics and language arts. Professional development is scheduled for based on identified needs according to student performance data.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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 the principal of 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 the principal to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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 each year using a district wide report card.
6. On-going Instructional Assistance and Support for Teachers	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. 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.	Colleagues at all grade levels support one another in a variety of ways. They confer regarding multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work together to develop an instructional plan designed to support the child at their instructional level and move them closer to meeting or exceeding grade level proficiency. Other teacher mentors act as liaisons between district level committees and the school site. These teachers share information relevant to the continuous development of effective instructional practices with the Ashley Falls staff during predetermined site PLC collaboration meetings

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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).	The structure of the Ashley Falls 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 student groupings. During collaboration time, professional development needs are also identified and addressed.
8. Lesson Pacing Schedule	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. 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 taught and in what sequence, to ensure content coverage.	The District has provided a pacing guide for all curricular areas, which was last updated in August 2004. In 2009, grade level representatives from all DMUSD schools began meeting 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. Work to create and pilot benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Ashley Falls
2010 - 2011**

1 POINT INCREASE IN API

MET 14 OF 14 AYP CRITERIA

99%-100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	952				953			
	Language Arts <i>2011 CA State Target: 67.6%</i>				Mathematics <i>2011 CA State Target: 68.5%</i>			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	Met 2011 AYP
Schoolwide	88.1	90.2	2.2	Yes	92.5	90.5	-2.0	Yes
Asian	90.9	91.2	0.3	Yes	95.5	98.8	3.5	Yes
Hispanic	*	78.6	*	*	*	85.7	*	*
White	87.9	90.5	2.6	Yes	91.6	87.6	-4.0	Yes
English Learners	82.6	83.3	0.7	*	95.7	94.4	-1.3	*
Students with Disabilities	69.0	69.4	0.4	*	72.4	71.4	-1.0	*

**Not a significant subgroup*

CELDT
Scoring Levels

Ashley Falls	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	3	9%
Level 2: Early Intermediate	0	0%	1	3%
Level 3: Intermediate	2	17%	6	18%
Level 4: Early Advanced	4	33%	9	27%
Level 5: Advanced	6	50%	14	42%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 1 for Improving Student Achievement:</u> The percent of students demonstrating proficient or advanced performance in language arts (with a focus on writing) will increase according to local measures reported in June 2012 and CST results reported in August 2012 .			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> 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.	Teachers/Admin August 2011 - June 2012	District provides texts and consumables Supplemental materials	District PTA SIP
<i>Improvement of instructional strategies:</i> Grade levels will use data to determine focus areas in language arts. School wide annual goals and grade level triennial goals will be developed and monitored. Classroom teachers will provide differentiated instruction to support students not making adequate progress toward mastering language arts standards as well as students in need of enrichment. Technology will be purchased to increase and/or maintain current hardware and software. If needed, supplemental materials for language arts will be purchased.	All instructional staff September 2011 December 2011 March 2012 Admin/Technology Teacher Teachers/Admin	Software/hardware repair	SIP PTA District PTA SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Students requiring remediation or enrichment will be provided with opportunities and instruction through small group and/or differentiated learning opportunities. Students in first, second, and third grade falling below grade level benchmarks will have the opportunity to participate in Everyone a Reader or Ready to Read program.	Teachers Teachers/Admin ALP Early Intervention Specialist October 2011- June 2012	Personnel	EIA
<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. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning. Professional development will be provided during scheduled PLC time, on release days during the workweek, and staff meetings. A staff development calendar which includes professional development in the area of writing, will be created.	Teachers/Admin September 2011- June 2012 Admin September 2011- June 2012 Teachers/Admin September 2011- June 2012 Admin/District August 2011	Substitutes	District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, principal coffees, and school website. Individual student CST reports are mailed home each fall. Parent conferences are held in the fall and spring of each school year. Parents and community volunteers are active in their support of students' academic performance. Volunteers support classroom instruction in all curricular areas. Parents of struggling students are involved in the discussion and development of effective strategies for success through the Student Success Team (SST) process. Parents and staff participate in District Strategic Planning and action teams resulting from the plan.	Admin September 2011- June 2012 Teachers Teachers/Admin Ongoing District September 2011- June 2012	Refreshments for coffees	PTA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. School wide goals are developed in the fall. Grade level teams develop triennial goals related to school wide goals. Student data is reviewed during collaborative grade level planning and PLC meetings. The school Leadership Team meets monthly with administration. The school plan is reviewed annually. School Site Council members participate in classroom visitations each school year.	Admin/Teachers Ongoing October 2011 February 2012 June 2012 September 2011- June 2012 September 2011- June 2012 Fall/Spring May 2012	Substitutes Substitutes	District SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u> The percent of students demonstrating proficient or advanced performance in mathematics will increase according to local measures reported in May 2011 and CST results reported in August 2012 .			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in mathematics 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.	Teachers/Admin August 2011 - June 2012	District provides texts and consumables Supplemental materials	District PTA SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 continued</u>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Improvement of instructional strategies:</i> Grade levels will use data to determine focus areas in mathematics. School wide annual goals and grade level triennial goals will be developed and monitored. Classroom teachers will provide differentiated instruction to support students not making adequate progress toward mastering mathematics standards as well as students in need of enrichment. Technology will be purchased to increase and/or maintain current hardware and software. If needed, supplemental materials for mathematics will be purchased. A staff development calendar which includes professional development in the area of mathematics, Cognitively Guided Instruction (CGI), will be created. Grade level teams will incorporate math problem solving curriculum in a variety of formats.	All instructional staff September 2011 December 2011 March 2012 Admin/Technology Teacher Teachers/Admin Admin/District August 2011 August 2011 - June 2012	Software/hardware repair	SIP PTA District PTA SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Students requiring remediation or enrichment will be provided with opportunities and instruction through small group and/or differentiated learning opportunities.	Teachers/Admin November 2011 - June 2012		
<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. The Extended Studies schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning. Professional development will be provided during scheduled PLC time, on release days during the workweek, and staff meetings.	Teachers/Admin September 2011- June 2012 Admin September 2011- June 2012 Teachers/Admin September 2011- June 2012	Substitutes	District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, principal coffees, and school website. Individual student CST reports are mailed home each fall, and parent conferences are held in the fall and spring of each school year. Parents and community volunteers are active in their support of students' academic performance. Volunteers support classroom instruction in all curricular areas. Parents of struggling students are involved in the discussion and development of effective strategies for success through the Student Success Team (SST) process. Parents and staff participate in District Strategic Planning and action teams resulting from the plan.	Admin September 2011- June 2012 Teachers Teachers/Admin Ongoing District September 2011- June 2012	Refreshments for coffees	PTA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. School wide goals are developed in the fall. Grade level teams develop triennial goals related to school wide goals. Student data is reviewed during collaborative grade level planning and PLC meetings. The school Leadership Team meets monthly with administration. The school plan is reviewed annually. School Site Council members participate in classroom visitations each school year.	Admin/Teachers Ongoing October 2011 February 2012 June 2012 September 2011- June 2012 September 2011- June 2012 Fall/Spring May 2012	Substitutes Substitutes	District SIP

**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 provides 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.

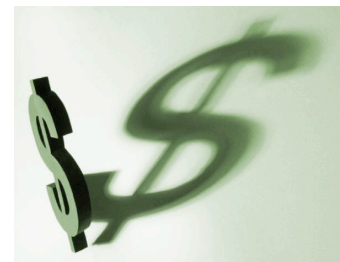
Ashley Falls

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 9,188	Academic Support: differentiated instructional support for English Learners and academically at-risk students.
English Language Acquisition Program (ELAP)	\$ 962	Academic Support: differentiated instructional support and/or materials for English Learners in grades 4-6.
School Improvement Program (SIP)	\$ 26,476	Support for academic advancement of students.

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)*



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
Melissa Davis		X			
Sandy Johnson		X			
Pam Kyle		X			
Jeanette Nichols				X	
Lynda Black				X	
Dina Irwin				X	
Yuka Inagaki				X	
Lisa Tesvich-Bonora				X	
Shelley Petersen	X				
Terri Alper			X		
Numbers of members of each category	1	3	1	5	
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: December 9, 2011.

Attested:

Shelley Petersen
Typed name of school principal


Signature of school principal

12-9-11
Date

Melissa Davis
Typed name of SSC chairperson


Signature of SSC chairperson

12-9-11
Date

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

Ashley Falls School

2011-2012 Allocation	\$26,476
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Budget Proposal

Proposed Expenditure	Amount
Apple MacBook Learning lab (20 computers)	\$20,806
Books to support school wide development of CGI	\$1,008
Staff release to support curriculum development and student advancement	\$2,000
Technology hardware/software	\$2,662

Date Approved by School Site Council: 12-09-11

Melissa Davis, Chairperson



Signature of SSC Chairperson

- **Del Mar Union
School District**

Carmel Del Mar

**Vision for Excellence
Site Strategic Plan**

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

Eileen Mary Delaney

edelaney@dmusd.org
858.481.6789

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
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objectives	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given	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. Additional time is scheduled for interventions in reading and mathematics.

	priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ 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
3. School Principal's Instructional Leadership Training	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. 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.	The principal will participate in the requisite Principal Training Program. The principal also attends district supported professional development opportunities.

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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or	All teachers at Carmel Del Mar School are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified – with the exception of two teachers who are currently completing requisite coursework/testing.

	equivalent) authorizations to all core content classrooms containing English learners.	
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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	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

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

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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	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

	mathematics.	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.
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Academic Program Survey

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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 reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 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	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

	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	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. 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	The District has provided a pacing guide, which was last updated in August 2004. 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. Work to identify benchmark assessments aligned to the essential standards is currently underway.

	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	Growth	Met 2011 AYP	2010	2011	Growth	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
<i>Alignment of instruction with content standards:</i> All primary textbooks are aligned to	District Office,	District provides	Lottery

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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Improvement of instructional strategies: Grade levels/teachers will use formative assessments to determine student progress toward grade level standards. PLC teams will analyze student data from formative assessments corresponding to grade-level SMART goals. Grade-level teams will craft annual SMART goals and establish benchmarks to achieve identified goals. Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering writing standards. Grade-levels/teachers will attend district writing staff development	Teachers, Principal, and Academic Support Staff SY 2011-2012 Teachers/Principal SY 2011-2012 Teachers/Principal September 2011 Teachers SY 2011-2012 Teachers SY 2011-2012		PLC Wednesdays and Common Planning Time District Staff Development Funds
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Increased educational opportunity: 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.	Teachers/Principal SY 2011-2012		PLC Wednesdays and Common Planning Time
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Staff development and professional collaboration: The first and third Wednesdays of each month will be used for either school-wide or grade-level Professional Learning Community collaboration and staff	Teachers/Principal SY 2011-2012		
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development			
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.	Teachers/Principal SY 2011-2012		
The Extended Studies Schedule will be coordinated to allow grade-level teams common time for further collaboration.	Teachers/Principal SY 2011-2012	ESC teachers	District DMSEF funding

<i>Involvement of staff, parents and community:</i>			
CST results are shared with parents through the SARC, school website/email, SSC, and PTA meetings.	Administration SY 2011-2012		
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.	Teachers/Office Staff SY 2011-2012		
Assessment results are shared with staff, the SSC, and the PTA.	Administration Annually		
Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Principal/Teachers SY 2011-2012	Substitutes	District

<i>Monitoring program implementation and results:</i>			
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.	Teachers/Principal	District Office	

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>			

standards: 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.	Teachers/Principal SY 2011-2012	District provides texts and consumables Supplemental materials	Lottery SIP
Improvement of instructional strategies: PLC teams will implement protocols for collaboration: norm creation, agenda design, data conversation protocols, and reflection formats. Grade level teams will analyze student data from formative and summative assessments corresponding to individual and team SMART goals.	Teachers/Principal SY 2011-2012 Teachers/Principal SY 2011-2012		PLC Wednesdays Common Planning Time
Increased educational opportunity: 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.	Teachers/Principal SY 2011-2012		PLC Wednesdays Common Planning Time
Staff development and professional collaboration: 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 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. The Extended Studies Schedule will be coordinated to allow grade levels common time for further collaboration. Teachers will revisit the PLC continuum	Teachers/Principal SY 2011-2012 Teachers/Principal SY 2011-2012 Teachers/Principal SY 2011-2012 Teachers/Principal		District DMSEF funding

survey each trimester to determine next steps to facilitate professional growth.	SY 2011-2012		
<i>Involvement of staff, parents and community:</i> Representative PLC teams will share examples of SMART goals and student progress associated with individual SMART goals. Agendas and other evidence of PLC practices will be shared with the SSC. Information regarding PLCs will be shared via principal communications.	Teachers/Principal SY 2011-2012 Teachers/Principal 2011-2012		
<i>Monitoring program implementation and results:</i> 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.	Teachers/Principal SY 2011-2012		

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	▪ 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

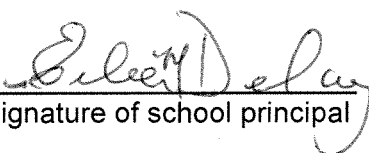
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

Del Mar Heights School

Vision for Excellence Site Strategic Plan

2011 - 2012

Single Plan for Student Achievement



Approved by School Site Council: October 20, 2011
Proposed Date for Approval by District Board of Trustees: December 2011

Contact Person: Wendy Wardlow, Principal

Telephone Number: (858) 755-9367

E-mail Address: wwardlow@dmusd.org

School Vision and Mission

Del Mar Heights School, located in north coastal San Diego County, is one of eight elementary schools in the Del Mar Union School District. At Del Mar Heights, our commitment is to create a balanced educational program with a focus on the whole child. We have successfully developed a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and intellectual, emotional, and social growth. Through innovative programs such as Understanding Differences which promotes disability awareness, MARE – an in-depth study of oceans, service learning, and global studies, Del Mar Heights students learn empathy, compassion, and develop a commitment to make the world a better place.

Our instructional program is grounded in rigorous, challenging curriculum. Well-trained professionals use high quality instructional materials and technology tools. Students become literate seekers of knowledge who develop critical thinking, problem solving, and communication skills. Specialists support and extend classroom instruction in art, library skills, physical education, science, and technology.

At Del Mar Heights we are committed to building a community of learners among teachers. Teachers within a grade level work together to design students' learning experiences and collaborate with teachers in other grade levels to create an articulated program. The staff as a whole regularly participates in professional development and engages in dialogue about best practices.

The Del Mar Heights Global Village is a collaborative and dynamic partnership between the students, parents, teachers, and staff. We highly value this relationship and observe daily how powerful it can be when everyone is working together. By capitalizing on our collective talents, our school flourishes. Further school information is available at www.dmusd.org/heights.

School Mission

The Del Mar Heights Global Village Community fosters academic excellence,
creative expression and social responsibility to empower every child to
SOAR TO NEW HEIGHTS

School Profile

Del Mar Heights Elementary School is a small, safe, attractive learning community composed of 434 students in kindergarten through sixth grade. We celebrate the diversity of our families within which fifteen languages other than English are spoken. An environment of high expectations for social and academic success has created a positive child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county average and exhibit exemplary interpersonal skills in preparation to live in our global society.

The Del Mar Heights certificated staff includes a principal, 20 classroom teachers, and enrichment teachers offering instruction in art, physical education, science, and technology, 2 special day classes, a resource support teacher, speech and language pathologist, and school psychologist. Support staff includes an administrative assistant and office assistant, health technician, librarian, EL instructor, 11 instructional assistants, a school plant manager and a night custodian. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has highly qualified, caring teachers and support staff who are fully credentialed and who regularly collaborate using a Professional Learning Community model. Staff regularly attends workshops and conferences to strengthen their teaching strategies. Teachers work in collaborative teams, planning lessons together, analyzing the results of students' assessments, and creating ways to differentiate instruction to meet the needs of individual students.

Shared decision making is the norm at Del Mar Heights. We have bi-monthly staff or Professional Learning Community team meetings, along with bi-monthly instructional aide staff meetings. The School Site Council (SSC), comprised of equal representation of parents and staff, meets regularly. Our active Parent Teacher Association (PTA) is a linchpin in support of the total school program. The Site Strategic Planning Team, composed of parents, staff and community members, meets annually with the SSC to review, update, and create new school goals. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs.

Del Mar Heights is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science teacher to offer inquiry-based science activities in our dedicated Science Lab.

In addition to the Extended Studies curriculum, students have the opportunity to participate in lunch clubs, rock band, Iron Dolphin Running Club, Project Success, Monthly Music, Global Village Book Club, cross age buddies and peer tutors, Dolphin Leadership. Each spring our students share their accomplishments at our annual Art Exhibit, Science Fair, and Open House. Additionally, at least once in the year every grade level is featured in a special performance. These performances have included: kindergarten – patriotic assembly; first grade – Go Fish; second grade – Bugz; third grade – Star Search; and fourth grade – Gold Dust or Bust. Our fourth grade students immerse themselves in early California history during their Gold Rush Daze. Our fifth graders travel back into early American times as they assume the persona and learn trades that they share with the larger school community during our Colonial Trades Faire. The entire school community participates in our annual Winterfest and Dancefest celebrations.

A great strength of Del Mar Heights School is the strong level of parent and community support. Our dedicated volunteers facilitate classroom learning, activities, and events. Most classrooms use volunteers for a variety of support and instructional tasks. Our active PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes: Welcome Back Muffin Morning, Ice Cream Social, Red Ribbon Week, eScrip, Book Fair, Talent Show, Reflections contest, Carnival, Jogathon, Used Book Sale, Staff Appreciation activities, and mini-grants for staff members. Parents and local community members support early literacy by participating in our Everyone a Reader program. Additionally, upper grade students enjoy spending time with their mentors through the TeamMates mentoring program. For the past seven years, Del Mar Heights has developed a partnership with the UCSD Triton Athletic Association and several times each week, UCSD student-athletes serve as positive role models as they play with the students at morning or lunch recess. The many thousands of hours of volunteer support help create the positive school atmosphere enjoyed at Del Mar Heights.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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 Del Mar Heights are currently using the adopted standards-based materials as the core instructional program. The district has also identified essential standards and has created assessments that measure the degree to which the standards have been met. Standards-based instructional materials adopted by DMUSD have been purchased and are being used in all the classrooms at Del Mar Heights. Materials have been 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 instruction.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	Classroom schedules are created annually. These schedules reflect the required amount of instructional time in reading/language arts and mathematics. Schedules also reflect time allocations for social studies, science, physical education, art and technology. The instructional day is protected from excessive interruptions.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	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. 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</u> program, K-6.	Del Mar Heights' principal has over twenty years experience as a classroom teacher in grades K – 8. Additionally, she has been an administrator for nineteen years at both elementary and middle school levels. She has served as the principal of Del Mar Heights for twelve years. The principal regularly participates in professional development in the areas of curriculum and instruction and administrative leadership.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All classrooms are staffed with fully credentialed teachers. All teachers participate in many staff development opportunities to increase their competency in English Language Arts and Mathematics. All teachers on site hold a CLAD / BCLAD (or equivalent) authorization.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	Del Mar Heights utilizes an assessment and monitoring system including curriculum-embedded assessments for both English Language Arts and Mathematics. In reading, writing and mathematics students are assessed with common grade level and/or district assessments a minimum of three times each year. Student progress is formally reported at least three times each year using a district created standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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 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.	Del Mar Heights teachers share best practices through their regular Professional Learning Community (PLC) collaboration. PLC teams collaborate weekly using multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, PLC teams work together to develop instructional plans to support all children at their instructional level and move them closer to meeting or exceeding grade level proficiency. Several Del Mar Heights teachers serve in a leadership capacity on district level committees and through participation in specialized instructional trainings. These teachers share information with their colleagues relevant to the continuous development of effective instructional practices.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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]).	The structure of the Del Mar Heights instructional day is designed with student success in mind. During weekly grade level collaboration time and twice monthly school wide collaborations time, teachers 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 student groupings. Working as a Professional Learning Community affords the opportunity for professional dialogue between and among grade levels. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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.	The district has created curriculum maps for English Language Arts and Mathematics to provide a pacing schedule and guide for the year. Grade level representatives from across the district have worked for several years to determine essential standards at each grade level. Benchmark assessments have been created to assess mastery of these essential standards.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS
Del Mar Heights
2011 - 2012**

7 POINT DECREASE IN API
MET 9 OF 9 AYP CRITERIA
99% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	965				958			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	Met 2011 AYP
Schoolwide	91.7	88.4	-3.3	Yes	91.7	89.4	-2.3	Yes
Asian	98.2	91.4	-6.8	*	98.2	91.4	-6.8	*
Hispanic	67.9	66.7	-1.2	*	71.4	76.2	4.8	*
White	94.6	90.4	-4.2	Yes	93.2	90.9	-2.3	Yes
Socioeconomically Disadvantaged	58.3	50.0	-8.3	*	58.3	66.7	8.4	*
English Learners	64.0	44.4	-19.6	*	80.0	55.3	-24.7	*
Students with Disabilities	67.4	67.4	0	*	76.1	69.8	-6.3	*

**Not a significant subgroup*

CELDT
Scoring Levels

Del Mar Heights	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	1	7%	0	0%
Level 2: Early Intermediate	1	7%	7	23%
Level 3: Intermediate	7	47%	7	23%
Level 4: Early Advanced	3	20%	9	30%
Level 5: Advanced	3	20%	7	23%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 1 for Improving Student Achievement:</u> Reading comprehension strategies will be explicitly taught at all grade levels. Students in upper grades will be taught reading strategies to support comprehension of expository text, including social studies and science texts. All classes will participate in vocabulary development and fluency exercises.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> - The Standards-Based core instructional program utilizes district and state adopted curriculum - Supplemental materials are aligned with California state content standards	All Staff August 2011 – June 2012		
<i>Improvement of instructional strategies:</i> - Grade level PLC teams will create annual SMART goals based on data analysis of areas needing improvement - Teachers collaborate with PLC teams - Vertical articulation - Supplementary reading comprehension materials to improve student achievement will be purchased - Technology Lab will be used to support reading comprehension - Classroom technology including computers, projection systems, United Streaming lessons, Redcat audio systems, iTouch Learning - Accelerated Reader in grades 2 - 6	All Staff August 2011 – June 2012 Technology Teacher August 2011 – June 2012 Technology teacher and gr. 2 – 6 teachers	Substitute daily rate Supplementary materials Technology hardware, software, site licenses Accelerated Reader site license	SIP District, PTA, and SIP funds SIP

<i>Increased educational opportunity:</i> • Everyone a Reader will be expanded to support reading in grades 1, 2, and 3 • Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards	Everyone a Reader Coordinator and materials 2011 – 2012	High interest leveled books	PTA and SIP funds
<i>Staff development and collaboration:</i> • PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration • Vertical articulation – Learning Teams • Professional development training	All staff August 2011 – June 2012 District and site leadership August 2011 – June 2012	Substitute teacher pay	SIP District and SIP funds
<i>Involvement of parents and community:</i> • Everyone a Reader • Parent Curriculum Training, Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA • School website and teacher weblogs	Parent and Community Volunteers August 2011 – June 2012	High interest leveled books School site and district technology support	PTA funds
<i>Monitoring program implementation and results:</i> • District assessments including DRA and QRI • PLC analysis of student progress	All staff August 2011 – June 2012		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u> All classes will focus on common core standard competencies for narrative writing. Grade level teams will develop and tri-annually administer, score, and analyze narrative writing prompts using the district created rubric. Analysis of student writing will guide instruction to increase the level of student performance.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> - The Standards-based core instructional program utilizes district and state adopted curriculum - Supplemental materials are aligned with California state content standards - District and grade level writing resource binders will be utilized	All staff August 2011 – June 2012	Core and supplementary instructional materials	District and SIP funds
<i>Increased educational opportunity:</i> - Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards - Writing across the curriculum	All staff August 2011 – June 2012		
<i>Staff development and collaboration:</i> - District and site professional development training and conferences - PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday	All staff August 2011 – June 2012		District and SIP funds

afternoons, and full day collaboration • Vertical articulation – Learning Teams • Professional development training	District and site leadership August 2011 – June 2012		
<i>Involvement of parents and community:</i> • Classroom volunteers • Parent Curriculum Training • Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA • School website and teacher weblogs	Parent and community volunteers August 2011 – June 2012		PTA
<i>Monitoring program implementation and results:</i> • Tri-annual District Writing Assessments	All staff August 2011 – June 2012		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 3 for Improving Student Achievement:</u> All classes will focus on number sense and problem solving in all mathematics activities. Mathematical vocabulary will be explicitly taught at all grade levels.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> - The core instructional program utilizes District and State adopted materials - Supplemental materials are aligned with California state content standards - Standards-based State adopted materials are being implemented	All staff August 2011 – June 2012		
<i>Improvement of instructional strategies:</i> - Students will be grouped within the class, between classes and across grade levels as appropriate - PLC collaboration - Vertical articulation Learning Teams - Technology support including: Technology Lab, computers, projection systems, United Streaming lessons, Redcat audio systems, iTouch Learning	All staff August 2011 – June 2012 Technology Teacher August 2011 – June 2012	Technology hardware, software, site licenses	District, SIP, and PTA funds
<i>Extended learning time:</i> - Teachers and principal will analyze STAR student data to guide instructional support services - Universal access - Team and cooperative teaching	All staff August 2011 – June 2012		

<i>Increased educational opportunity:</i> - Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards - Lunch time and after school Math Clubs	All staff August 2011 – June 2012 Parent and community volunteers August 2011 – June 2012		PTA funds
<i>Staff development and collaboration:</i> - District and site professional development training and conferences - PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration - Vertical articulation Learning Teams	District and site leadership August 2011 – June 2012 All staff August 2011 – June 2012	Conference registration and staff development expenses	District, SIP, and PTA funds
<i>Involvement of parents and community:</i> - Classroom volunteers - Lunch Clubs, SciFri - Curriculum Nights - Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA - School website and teacher weblogs	Parent and community volunteers August 2011 – June 2012	Competition fees	PTA

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 provides 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 provides 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. This allocation page must be included in your Single Plan.

Del Mar Heights

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Use of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$3,604	Supplemental instructional materials, resources and teaching support to develop fluency and academic proficiency of English Learners
School Improvement Program (SIP)	\$21,578	- Curricular support across all grade levels - Supplemental instructional materials, resources and teaching support - Staff development and training

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students (includes carryover from 2010-11)*

School Improvement Program - *Improve school response to educational, personal and career needs of all students. There is no restriction on SIP budget percentage used for personnel.*

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

Del Mar Heights

2011 - 2012 Allocation	\$21,578
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Budget Proposal

Proposed Expenditure	Amount
Instructional materials and resources to support attainment of goals in the areas of English/Language Arts and Mathematics	\$6,000
Technology improvements including supplies, media software and hardware and 20 iPods for third grade classes	\$8,000
Professional Learning Community work – staff development, observations within and outside school	\$1,000
Science Lab materials including 15 digital microscopes	\$4,000
<i>Discretionary – these funds will be used for instructional materials, program development and technology to support the total school program</i>	\$2,578
TOTAL	\$21,578

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
Alison Catilus		X			
Eileen Graddy		X			
Paul Harmon				X	
Kelley Huggett				X	
Stefani Mazepa				X	
Jane Quinn				X	
Mark Riley		X			
Nicki Waldal				X	
Wendy Wardlow	X				
Kathy Zack			X		
Numbers of members of each category	1	3	1	5	
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: October 20, 2011.

Attested:

Wendy Wardlow

Wendy Wardlow, principal



Signature of school principal

October 20, 2011

Date

Eileen Graddy

Eileen Graddy, SSC chairperson



Signature of SSC chairperson

October 20, 2011

Date

Del Mar Union School District

Del Mar Hills Academy

Vision for Excellence Site Strategic Plan

2011-2012

Single Plan for Student Achievement

Date Approved by School Site Council: November 17, 2011

Date Approved by District Board of Trustees:



Contact Person: Carrie Gammel, Principal
Telephone Number: (858) 755-9763
E-mail Address: cgammel@dmusd.org

School Mission and Vision

Del Mar Hills Academy is committed to the education and enhancement of the total child. Recognizing that learning is an ongoing process, the Academy seeks to provide an educational program which:

- o Stimulates and motivates children to build a positive self-concept;
- o Encourages democracy, inquisitiveness, and self-direction;
- o Develops insight into and appreciation of individual strengths and weaknesses;
- o Inspires children to reach their highest potential of individual growth;
- o Provides opportunities to apply mastered skills in order to achieve new learning;

School Profile

Throughout the years, Del Mar Hills Academy has been recognized by the state as a California Distinguished School and a nationally acclaimed Blue Ribbon School. Our educational program is based on standards-based, progressive, and developmental core-curricular instruction integrated with fine arts. This teaching concept is instrumental in fostering an integral learning connection between the right and left brain, making learning and thought processes more meaningful and enabling greater retention of information. Highly skilled, fine arts credentialed specialists work with students and grade-level teachers to enrich and reinforce standards-based concepts at each grade level. Our small, intimate student-body size enables creativity and innovative integrated program design. It also fosters excellent teacher collaboration and meaningful staff enrichment teacher positions (in addition to grade level classroom teachers), creating an optimum teacher to student ratio in many of our classrooms.

Our school has a continued commitment to academic excellence and education of the total child; a staff dedicated to meeting the academic and social needs of every child; and a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, community service, and student government. Our test scores rank in the top three percent of the nation. Our students continue to show solid growth each year on multiple assessments. This is in large part due to our commitment to the Professional Learning Community (PLC) concept (data-driven instruction) and seamless coordination between our resource, gifted, and regular education programs. Targeted differentiated instruction is inherent in every classroom. Students enjoy working with standards-based, open-ended problem solving, as well as other 21st Century survival skills. Our students love to learn and truly enjoy school each day.

We are so proud of our 34-year tradition of educational excellence. Our staff is second to none and our parents are actively involved. Our science, art, music, and two technology labs are state of the art. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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. 1.3 The school provides physical education instruction by classroom teachers and a certificated physical education teacher. 1.4 The school provides the most recent State Board-adopted instructional programs, in science and social studies documented to be in 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 area. Teachers at Del Mar Hills Academy of Arts and Sciences (DMHA) are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-6 30-45 minutes daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	Classroom schedules are turned into 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 excessive interruptions. Additional time is scheduled for reading intervention and mathematics based upon student need. Interventions are planned based on student data and collaboratively managed by teachers at all grade levels for English Language Arts and Mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	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 and Nancy Fetzer's writing professional development. 3.2 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 and Cognitively Guided Instruction for mathematics. 3.3 The district provides ongoing site principal training sessions on Essential Elements of Instruction.	The principal regularly attends Nancy Fetzer's writing professional development. The principal regularly attends Cognitively Guided Instruction for mathematics. The principal regularly attends district-provided staff development.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners. 4.3 The district provides after-school professional development opportunities for teachers in language arts, mathematics and technology. 4.4 The district is part of a two-year grant, which provides social studies professional development for fifth grade teachers. 4.5 Del Mar Hills is part of three-year program with San Diego State University, which provides Cognitively Guided Instruction professional development for K-6 teachers. 4.6 The district provides writing professional development by Nancy Fetzer for K-6 teachers.	All teachers at DMHA are fully credentialed and possess either a CLAD or BCLAD certificate. Professional development opportunities are identified to support the achievement of SMART goals. Teachers attended a variety of conferences selected for their breadth, connectedness to the state standards and relevance. These conferences included: Nancy Fetzer's writing strategies, Cognitively Guided Instruction for mathematics, Quantum Learning, Essential Elements of Instruction by Sue Welsh, Working with Autism and Adaptive PE. Participation in after-school professional development is attended on a voluntary basis.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics program</u>.	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 Language Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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.	The District provides ongoing instructionally based professional development to assist teachers in meeting academic needs of their students. Teachers are also given opportunities to attend outside conferences, including those provided by the San Diego County Office of Education (SDCOE). Several teachers attended a summer conference for Quantum Learning (QL).

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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). 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).	The structure of the Del Mar Hills instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialog occurs between and among grade levels. During 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 student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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 taught and in what sequence to ensure content coverage.	The District is currently engaged in identifying language arts and mathematics essential standards through representative committee meetings. These committees will also create and identify pacing guides for the 2011-12 school year. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Del Mar Hills Academy
2010 - 2011**

3 POINT DECREASE IN API

MET 9 OF 9 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	923				920			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	Met 2011 AYP
Schoolwide	82.7	80.0	-2.7	Yes	84.4	84.7	0.3	Yes
Asian	78.9	93.3	14.4	*	97.4	93.3	-4.1	*
Hispanic	47.8	41.7	-6.1	*	56.5	58.3	-1.5	*
White	88.3	83.8	-4.5	Yes	86.5	87.0	0.5	Yes
Socioeconomically Disadvantaged	52.9	40.0	-12.9	*	58.8	56.0	-2.8	*
English Learners	62.2	56.2	-6.0	*	80	75	-5.0	*
Students with Disabilities	62.5	56.5	-6.0	*	70.8	60.9	-9.9	*

**Not a significant subgroup*

CELDT
Scoring Levels

Del Mar Hills Academy	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	4	11%
Level 2: Early Intermediate	1	3%	6	16%
Level 3: Intermediate	11	38%	12	32%
Level 4: Early Advanced	7	24%	7	19%
Level 5: Advanced	10	34%	8	22%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 1 for Improving Student Achievement:</u> To improve student academic performance by implementing Cognitive Guided Instruction, which deepens students' mathematical thinking, problem solving skills, and reasoning abilities.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> 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.	Teachers/Admin August 2011- June 2012	District provides texts and consumables Supplemental materials	District SIP
<i>Improvement of instructional strategies:</i> Grade level/teachers will use formative assessments to determine student progress toward grade level standards. Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering math standards. Supplemental materials will be purchased. Grade levels/teachers will attend district Cognitive Guided Instruction staff development.	Teachers/Admin August 2011-June 2012 August 2011-June 2012 August 2011-June 2012 Teachers/Admin October 2011-June 2012	Personnel Updated Technology Resources Supplemental materials District materials Supplemental materials Cognitively Guided Instruction Substitutes	PLC Wednesdays Common Planning Time SIP District SIP District Staff Development Funds
<i>Extended learning time:</i> Teachers and principal will analyze student assessments to guide	Teachers/Admin August 2011-June 2012	District materials Supplemental	District SIP

instructional support services including interventions, enrichment, and differentiated learning groups Team and vertical teaching to differentiate instruction		materials	
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<i>Increased educational opportunity:</i> Grade levels will utilize grade level resources and plan intervention and extension instructional strategies, student grouping options, and ways to provide additional academic support to students at all academic levels. Small group instruction Individual instruction Modified or challenge learning activities Design lessons to meet identified student needs with targeted instruction	Teachers August 2011-June 2012	District materials Supplemental materials	District SIP
<i>Staff development and collaboration:</i> District and site professional development trainings PLC collaboration to analyze data, vertically collaborate, design lessons, create common assessments, and plan instruction Coaching, modeling, co-teaching, collaboration time, and specific feedback focused on Cognitively Guided Instruction	Teachers/Admin August 2011-June 2012 Teachers/Admin August 2011-June 2012	District materials Supplemental materials	District SIP
<i>Involvement of parents and community:</i> Cognitively Guided Instruction methodology and strategies shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, School website, teacher weblogs, Principal's blog, and classroom volunteers	Teachers/Admin August 2011-June 2012	District materials Supplemental materials	District SIP

<i>Monitoring program implementation and results:</i>			
Classroom formal and informal assessments	Teachers/Admin August 2011-June 2012	District materials	District
Grade level common assessments		Supplemental materials	SIP
CGI student interviews			
Math Benchmarks			
CST			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u> To improve student academic performance in language arts by implementing a rigorous, standard-based program			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> 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.	Teachers/Admin August 2011- June 2012	District provides texts and consumables Supplemental materials	District SIP
<i>Improvement of instructional strategies:</i> PLC teams create common assessments, analyzed data, and write SMART Goals in the area of language arts PLC collaboration to collaborate and score writing assessments Vertical collaboration among teachers focused on language arts Grade levels/teachers attend writing staff development with Nancy Fetzner Supplemental materials will be purchased Technology lab will be used to support language arts Differentiated instruction will be provided regularly for high achievers and students that need more support	Teachers/Admin August 2011- June 2012	Updated technology resources Supplemental materials Nancy Fetzner Presentation Substitutes Technology, hardware, software, site licenses	SIP SIP District Staff Development Funds SIP

<i>Extended learning time:</i> Teachers and principal will analyze the data of formal and informal assessments to determine which students need more time/support to learn the concept and which students need enrichment. Team and vertical teaching to differentiate instruction	Teachers/Admin August 2011- June 2012	Supplemental materials District materials	SIP District
<i>Increased educational opportunity:</i> Student data will be analyzed regularly by teachers and principal to provide differentiated instruction for all students Based on the number of students needing more support, teachers will develop an intervention plan as a team Small group instruction Individual instruction Modified or challenge learning activities Design lessons to meet individual student needs with targeted instruction	Teachers/Admin August 2011- June 2012	Supplemental materials	SIP
<i>Staff development and collaboration:</i> District professional development training in writing by Nancy Fetzner The first and third Wednesday of each month will be used for staff development and for teachers to work in Professional Learning Communities Vertical collaboration during PLC meetings	Teachers/Admin August 2011- June 2012	Supplemental materials District materials	SIP District
<i>Involvement of parents and community:</i> Language Arts instruction and strategies will be shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, school website, teacher weblogs, Principal's blog, and classroom volunteers.	Teachers/Admin August 2011- June 2012	Supplemental materials District materials	SIP District

<i>Monitoring program implementation and results:</i>			
Classroom formal and informal assessments	Teachers/Admin August 2011-June 2012	District materials	District
Grade level common assessments		Supplemental materials	SIP
Houghton Mifflin Theme Tests			
District Writing Assessment			
DRI/QRA scores			
CST			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 3 for Improving Student Achievement:

To improve student achievement by implementing a PLC framework of teaching and learning in which instruction and assessment are aligned

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> 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.	Teachers/Admin August 2011- June 2012	District provides texts and consumables Supplemental materials	District SIP
<i>Improvement of instructional strategies:</i> Grade level teams will analyze data to identify learning goals, identify learning goals and align them across grade levels, set priority team goals aligned with school goals, develop common assessments, give pre-assessments and create SMART goals, collaborate on designing lessons, teach collaborative and individual lessons, and analyze student work from common assessments	Teachers/Admin August 2011- June 2012	District materials Supplemental materials	District SIP
<i>Extended learning time:</i> Teachers and principal will analyze student assessments to guide instructional support services including interventions, enrichment, and differentiated learning groups Team and vertical teaching to differentiate instruction	Teachers/Admin August 2011- June 2012	District materials Supplemental materials	District SIP

Goal # 3 continued

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Student data will be analyzed regularly by teachers and principal to provide differentiated instruction for all students Small group instruction Individual instruction Modified or challenge learning activities Design lessons to meet individual student needs with targeted instruction	Teachers/Admin August 2011- June 2012	District materials Supplemental materials	District SIP
<i>Staff development and collaboration:</i> Integration of professional development focused on effective teaching strategies and the professional learning community PLC time for grade level teams, vertical-content area teams Supporting each team's use of PLC time so that meetings build on previous topics	Teachers/Admin August 2011- June 2012	Nancy Fetzer and Cognitively Guided Instruction Training Supplemental materials	District SIP
<i>Involvement of parents and community:</i> Information regarding PLCs (instruction, data analysis, intervention programs, enrichment programs) will be shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, School website, teacher weblogs, Principal's blog, and classroom volunteers.	Teachers/Admin August 2011- June 2012		
<i>Monitoring program implementation and results:</i> Monitoring ongoing assessment results from formal and informal measures twice a month during PLC meetings Grade level and individual teacher	Teachers/Admin August 2011- June 2012	District materials Supplemental materials	District SIP

SMART goals are monitored throughout the year Ongoing analysis of progress toward school-wide goals Grade level common assessments Houghton Mifflin Theme Tests District Writing Assessment DRI/QRA scores CST CGI student interviews			
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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.

Del Mar Hills Academy

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 14,089	To provide supplemental instructional materials, resources, and teaching support to develop fluency and academic proficiency of English Learners
English Language Acquisition Program (ELAP)	\$ 899	Supplements regular school programs and instructional materials supporting English language acquisition for English learners (Grades 4-8)
School Improvement Program (SIP)	\$ 16,526	See attached

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)*

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
Carrie Gammel	X				
Tamara Radford			X		
Linda Wheeler		X			
Cassie Bruner		X			
Amy Caterina				X	
Mara Bickett				X	
Lilian Hernandez				X	
Pantea Vahidi				X	
Numbers of members of each category	1	2	1	4	
Total for each group (must be equal)	4			4	

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

Del Mar Hills School

2011 - 2012 Allocation	\$16,526
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Budget Proposal

Proposed Expenditure	Amount
Staff Development These funds support the ongoing professional development of all Del Mar Hills staff. Funding provides workshop fees, presenter fees, professional journals, professional books and materials, and teacher professional development release days.	\$3,500
Instructional Materials These funds are for supplemental instructional materials not covered by District general textbook funds. Materials include: math problem solving and enrichment materials (grades K-6), Junior Great Books (grades K-6), student agenda/planners (grades 4, 5, & 6), books to support reading comprehension, and writing materials.	\$6,471
Technology These funds support technology improvement for staff, students, and the tech labs, including supplies, media software, and media hardware.	\$6,555
TOTAL	\$16,526

Date Approved by School Site Council: 11/17/11

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: 11/17/11

Attested:

Carrie Gammel
Typed name of school principal

Carrie Gammel 11/17/11
Signature of school principal Date

Amy Caterina
Typed name of SSC chairperson

Amy Caterina 11.17.11
Signature of SSC chairperson Date

Del Mar Union School District

Ocean Air

Vision for Excellence Site Strategic Plan

2011 - 2012

Single Plan for Student Achievement



Date Approved by School Site Council: October 10, 2011

Date Approved by District Board of Trustees: December 15, 2010

Ryan Stanley

(858) 481-4040 x. 3999

rstanley@dmusd.org

School Vision and Mission

Ocean Air and the Del Mar Union School District are committed to our common mission –

Del Mar Union Schools 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*
- *Future leaders prepared for the challenges of a changing world*

We believe:

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

We also are committed to the PeaceBuilder'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*
- *To help others*

I will build peace at home, at Ocean Air, and in my community each day.

School Profile

Ocean Air Elementary School opened its doors August 25, 2007, to neighborhood children in grades Kindergarten through Sixth. As a school community, we have come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment opportunities, and a broad base of knowledge. Students meet or exceed rigorous State Standards.

The student population of 764 represents eleven different ethnic groups and thirteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued here at school. Through a commitment to social, emotional and physical well-being, there exists an environment that maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of the community.

Ocean Air Elementary 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 meaningful and engaging for all learners. The Ocean Air community embodies shared decision-making, 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.

The Ocean Air Staff is committed to working as a professional learning community to build a school of high achieving learners that foster 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 entire Ocean Air School community is committed to providing an enriched, balanced, educational experience for all of our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extends beyond. Students at Ocean Air also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science, physical education, drama, and assorted lunch clubs. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents that cross State Standards and a broad scope of disciplines.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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 Ocean Air are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	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 excessive interruptions. Additional time is scheduled for reading intervention and mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice 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. The district provides the school's principal (and vice principal) opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>mathematics program</u>, K-6.	The principal has attended and completed AB 430 Principal Training Program, Modules 2 and 3. Additionally, both the principal and assistant principal regularly attend district supported professional development opportunities, as well as those provided outside of the Del Mar Union School District.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Ocean Air School are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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 each year using a district wide standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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.	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 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 Ocean staff during predetermined site PLC collaboration meetings. Academic Support staff will be hired to help students in

		Language Arts and Mathematics. This support staff member will work with small groups of children who are either exceeding grade level standards or who are scoring Basic or below on the CST.
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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]).	The structure of the Ocean Air 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 student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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.	The District has provided a pacing guide which was last updated in August 2004. 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. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**School
2010-2011**

4 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			
	981				977			
	Language Arts 2011 Target: 67.6%				Mathematics 2011 Target: 68.5%			
	2010	2011	Growth	Met 2009 AYP	2010	2011	Growth	Met 2010 AYP
Schoolwide	95.2	93.5	-1.7	Yes	95.8	95.5	-0.3	Yes
Asian	98.8	99.0	0.2	Yes	100	99.5	-0.5	Yes
Hispanic	100	94.4	-5.6	*	84.6	100	15.4	*
White	92.8	89.2	-3.6	Yes	93.6	92.9	-0.7	Yes
English Learners	94.3	94.1	-0.2	*	100	97.1	-2.9	*
Students with Disabilities	82.6	77.4	-5.2	*	82.6	79.0	-3.6	*

**Not a significant subgroup*

CELDT
Scoring Levels

Ocean Air	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	5	5%
Level 2: Early Intermediate	1	2%	6	8%
Level 3: Intermediate	2	5%	11	15%
Level 4: Early Advanced	12	28%	27	36%
Level 5: Advanced	28	65%	26	35%

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



GOAL #1 for Improving Student Achievement:

Ocean Air will increase students' performance in language arts and mathematics as measured by formal and informal grade level assessments, district assessments, and the CST.

Student groups participating in this goal-all students in kindergarten through 6th grade
Performance gains expected for these students - student progress toward meeting or exceeding grade level benchmarks.

Means of evaluating progress toward this goal:

- Developmental Reading Assessment 2 (DRA2),
- Qualitative Reading Inventory-4 (QRI-4),
- District Writing Assessment (DWA),
- California Standards Test (CST),
- formative assessments, and
- report card data.

Group data needed to measure academic gains- disaggregated CST data (grades 2-6), end of grade benchmarks (K-6)

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
Alignment of instruction with content standards: All primary textbooks used in language arts and mathematics 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.	Teachers/Admin August 2011 - June 2012	District provides texts and consumables Supplemental materials	Lottery SIP
Improvement of instructional strategies: Grade levels/teachers will use formative assessments to determine student progress toward grade level standards.	Teachers/Admin/ Academic Support Staff August 2011 -June 2012	Personnel	PLC Wednesdays Common Planning Time

Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering language arts and math standards.	August 2011 -June 2012	Supplemental materials	SIP
Supplemental materials for language arts will be purchased	August 2011 -June 2012	Personnel	PLC time/ Common Planning Time
Supplemental materials for language arts will be purchased	August 2011 -June 2012	Supplemental materials	SIP
Increased educational opportunity: Students demonstrating a need for additional academic support in 2 nd through 6 th grade will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to grade level benchmark assessments.	Teachers/Admin/ Academic Support Staff December 2011- June 2012	Personnel	SIP
Staff development and professional collaboration: 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 The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration.	Teachers/Admin August 2011 -June 2012 August 2011 -June 2012	Personnel Personnel and ESC teachers	 District DMSEF funding
Involvement of staff, parents and community: CST results are shared with parents through the SARC, school website/email, and PTA meetings.	Admin August 2011-June 2012		

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. Assessment and survey results are shared with staff, the SSC, and the PTA. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Teachers August 2011-June 2012 Admin Annually School Staff/Admin August 2011-June 2012	Substitutes	District
Monitoring program implementation and results: 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.	Admin/Teachers		

GOAL #2 for Improving Student Achievement:

Ocean Air will utilize a Professional Learning Community (PLC) model to support the deep implementation of rigorous, standards-based instruction and increasing focus on the 21st century skills of written and oral 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 in the area of writing
 Means of evaluating progress toward this goal - evidence of integration of Nancy Fetzner and Learning Headquarters instructional strategies; percentages of students scoring proficient on the District Summative Writing Assessment
 Group data needed to measure academic gains - disaggregated CST data (grades 2-6), end of grade benchmarks (k-1), end of year District Summative Writing Assessment data

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
Alignment of instruction with content standards: All primary textbooks used in mathematics and 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.	Teachers/Admin August 2011 - June 2012	District provides texts and consumables Supplemental materials	SIP Lottery
Improvement of instructional strategies and materials: Grade levels/teachers will begin using formative assessments used to determine student progress toward grade level standards. Grade level teams will analyze student data from formative assessments corresponding to grade level SMART goals.	Teachers August 2011 Teachers August 2011 – May 2012		

Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Teachers will attend 3 professional development days with Nancy Fetzer during the school year Each grade level team will have at least one person attend Learning Headquarters training	Teachers September 2011 Teachers September 2011 – May 2012 Teachers July 2011 – May 2012	Substitutes Conference Fees	SIP
Increased educational opportunity: Grade levels will utilize grade level resources and consider alternative instructional strategies, student grouping options, and ways to provide additional academic support to students at all academic levels. Fund the Academic Learning Program for at risk students	Teachers		
Staff development and professional collaboration: The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration. Staff will revisit PLC process and together determine next steps to take as a school.	Admin/Teachers August 2011-June 2012 Admin Annually Admin/Teachers August 2011		

Vertical articulation will be established.	Admin September 2011		
Based on data, grade level teams will determine necessary guidance and training needed for continued progress toward effective PLC's.	Admin/Teachers August 2011-June 2012	Substitutes Conference Fees	SIP
Teachers will attend 3 professional development days with Nancy Fetzner during the school year	Teachers September 2011 – May 2012		
Each grade level team will have at least one person attend Learning Headquarters training	Teachers July 2011 – May 2012	Substitutes Conference Fees	SIP
Involvement of staff, parents and community:			
Representative grade levels will share examples of SMART goals and student progress associated with individual SMART goals.	Admin/Teachers According to meeting schedules	Substitutes	SIP
Agendas and evidence of PLC practices will be shared with the SSC.	Admin		
Information regarding PLC's will be shared via newsletters, parent meetings, and school website.	Admin		
Monitoring program implementation and results:			
Implementation and results are monitored through formal and informal 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 at mid-year and again at the end of the year. Achievement of SMART goals,	Admin/Teachers	Substitutes	SIP District

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. 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 SSC.			
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GOAL #3 for Improving Student Achievement:

Ocean Air 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.

Student groups participating in this goal - all students in kindergarten through 6th grade
Performance gains expected for these students - decrease in behavior referrals and increase in productive student behaviors

Means of evaluating progress toward this goal - referral records, consistent demonstration of positive student behaviors

Group data needed to measure academic gains - school wide survey data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Funding Source
Alignment of instruction with content standards: The PeaceBuilders curriculum meets California State and Federal guidelines and is one of the approved programs for character education.	Teachers/Admin August 2011 - June 2012	District provides texts and consumables Supplemental materials	Lottery SIP
Improvement of instructional strategies and materials: Create school wide discipline plan and rules with consistent consequences. Review school wide rules and behavioral expectations at the beginning of each year. Post school wide rules in each classroom. Maintain alternative lunchtime activities so students have options available.	Teachers/Admin August 2011 Teachers/Admin August 2011 Teachers/Admin August 2011 Teachers/Admin August 2011-June 2012	Running Club Playground Partners	PTA

Prepare school wide PeaceBuilders lesson schedule in advance to begin Families/PeaceBuilders in the beginning of 2011	Social Climate Committee November 2011		
Increased educational opportunity: PeaceBuilders lessons will be taught in all classrooms Incorporate PeaceBuilders lessons into Morning Meetings/classroom instruction Utilize PraiseNotes to recognize PeaceBuilders every day.	Teachers November 2011-June 2012 Teachers August 2011-June 2012 Admin/Staff August 2011-June 2012		SIP
Staff development and professional collaboration: All staff members will receive training in order to effectively implement the PeaceBuilders program school wide. The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration.	Admin As new staff are added Admin/Teachers August 2011-June 2012 Admin Annually		SIP

Involvement of staff, parents and community: PeaceBuilders information is shared through the school website, in newsletter articles, and through parent meetings. Survey results are shared with the SSC and PTA. Parents of students involved in inappropriate behavior are notified by either the classroom teacher, principal, or through use of a behavior slip. Students requiring extensive relationship support may be assisted through a collaborative Student Study Team meeting resulting in strategies facilitated by parents and staff.	Admin August 2012-June 2012 Admin Annually Admin./Staff As needed Admin As needed		District
Monitoring program implementation and results: Implementation and results are monitored through formal and informal measures. Grade level SMART goals are developed in the fall and monitored 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.	Admin/Teachers	Substitutes	District SIP

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. This allocation page must be included in your Single Plan.

SIP monies brought forward from 2010-2011: \$10,941 (These monies are encumbered and have been spent in accordance with the 2010-2011 Single Plan for Student Achievement.)

Ocean Air

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Use of Funds</i>
Economic Impact Aid (EIA)	\$22,771	Materials and supports to administer CELDT testing Materials and support for instructional aide to support teachers working with English Language Learners
School Improvement Program (SIP)	\$ 31,427	To improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils
English Language Acquisition Program (ELAP)	\$1,282	To improved the English proficiency of English learners and to prepare them to meet the state's academic content and performance standards

Economic Impact Aid (EIA)

Develop fluency in English and academic proficiency of English Learners and academically at-risk students.

School Improvement Program - *Improve school response to educational, personal and career needs of all students. There is no restriction on SIP budget percentage used for personnel.*

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



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
MR. MARIO MANZANO				X	
MRS. JESSICA DROSMAN				X	
MRS. COURTNEY CAMPBELL				X	
MR. MATTHEW MARLOWE				X	
MRS. SAJANI PATEL				X	
MR. MIKE DAVIS		X			
MRS. MINNIE DEVICO		X			
MRS. KAREN HOLTY			X		
MR. CHIS DELEHANTY	X				
MR. RYAN STANLEY	X				
Numbers of members of each category	1	2	1	5	0
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: 10/10/11.

Attested:

Ryan Stanley
Typed name of school principal

Signature of school principal

10/10/11
Date

Mario Manzano
Typed name of SSC chairperson

Signature of SSC chairperson

10/10/11
Date

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

Ocean Air

2011-2012 Allocation	\$31,427
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Budget Proposal

Proposed Expenditure	Amount
Expansion of the library including leveled books, journals, library books, guided reading materials, and supplies for the library. May include substitutes to cover the cost for in services and special events.	\$2,000.00
To support instructional materials and professional development opportunities for the teaching staff in writing and other curricular areas, including supplies, conference registration, travel, substitute fees, professional journals, workshops, conferences, copying costs, Vision for Excellence Site Plan, and Professional Learning Communities.	8,000.00
To support Music and Art programs including supplies, media, materials, assemblies, coaches, and instruments to support our goal in the Fine Arts.	2,000.00
To support technology improvement for staff, students, and the tech labs, including media hardware, media software, supplies, and release time for the substitutes to increase teachers' skills and use of technology in the classroom.	13,000.00
For Science consumable materials K-6 for classroom and the Science Lab/garden: including models, supplies, contests, and equipment.	2,000.00
For PE equipment including supplies, equipment, conferences, consultants, substitutes for release time, and copying costs.	1,000.00
To support enrichment opportunities (including Future Problem Solvers, Continental Math League, etc.) through contests, travel fees, registration fees, assemblies, field trips, materials, and guest speakers.	3,427.00
TOTAL	\$31,427.00

Yes

Date Approved by School Site Council: 10/10/11

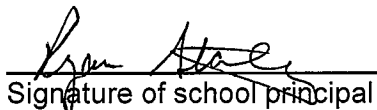
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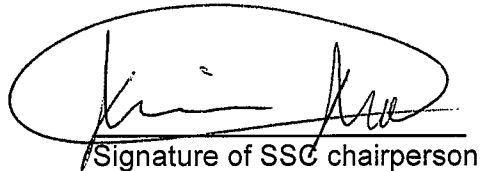
Attested:

Ryan Stanley
Typed name of school principal


Signature of school principal

10/10/11
Date

Mario Manzano
Typed name of SSC chairperson


Signature of SSC chairperson

10/10/11
Date

Del Mar Union School District



Sage Canyon Elementary School

Vision for Excellence Single Plan for Student Achievement 2011-2012

Date Approved by School Site Council: *November 29, 2011*

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

Peg LaRose, Ed.D, Principal
858-481-7844
plarose@dmusd.org

School Vision, Mission and Core Values

Sage Canyon Elementary School and the Del Mar Union School District are committed to our common vision, mission, and core values.

Vision

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

Mission Statement

Del Mar Union Schools 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*
- * Future leaders prepared for the challenges of a changing world*

Core Values

We believe:

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

Core Strategies

These shared Core Strategies are the glue that holds us together as our primary methods and approaches to achieving our Vision and Mission

- 1. Educational Program: we will implement and assess a comprehensive educational program based on 21st Century learning skills to educate the whole child.*
- 2. Technology: every student will actively use technology to develop 21st Century skills within a safe and secure digital environment.*
- 3. Professional development: the professional development program which includes time for planning, collaboration, and inservices, will support ALL district employees to provide a nurturing, inspiring, and rigorous educational program.*
- 4. Communication: we will facilitate communication with stakeholders at every level consistent with our core values to promote our mission and to achieve our vision.*
- 5. Funding: actively pursue funding to maintain a stable level of resources necessary to fulfill our mission.*
- 6. External Relations: we will establish partnerships with corporate entities and community members.*
- 7. Facility Optimization: develop a plan to maximize functional use of facilities.*

School Profile

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year we enthusiastically begin our twelfth year serving 745 students in 34 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 20:1 and fourth through sixth grade maintain a 27:1 ratio.

We are committed to providing a nurturing and inspiring educational program for all of our students. Our goal is that each student realizes his or her potential through our challenging and differentiated academic program. In addition, we want each child to develop strong self-esteem, good character, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool in learning.

Through our Extended Studies Curriculum (ESC) Program, we offer weekly classes taught by credentialed specialists to students in visual art, choral and instrumental music, technology, physical education and science lab.

We are particularly proud of our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of parents. There is no doubt that Sage Canyon is thriving because of parental commitment and involvement. A school is as strong as the partnerships between its community of parents, staff and students. Sage Canyon is living proof of this!

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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 Sage Canyon are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. K 60 minutes daily 1-3 2.5 hours daily 4-5 2 hours daily 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: K 30 minutes daily 1-5 30-45 minutes daily 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: K 30 minutes daily 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: K-5 15 minutes daily 6 30 minutes daily	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 excessive interruptions. Additional time is scheduled for reading intervention and mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	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. 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</u> program, K-6.	The Principal has a clear Administrative credential

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Sage Canyon School are fully credentialed and possess either a CLAD or BCLAD certificate. Classroom teachers participated in SB472 training, when the adopted language arts curriculum, Houghton-Mifflin, was adopted by DMUSD in 2003-2004 The Del Mar Union School District provides in-house professional development in mathematics for teachers as part of the Wednesday PLC program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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 each year using a district wide standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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.	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 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 Sage Canyon staff during predetermined site PLC collaboration meetings. Support staff have been hired to help students in Mathematics. The support staff member works with small groups of children who are either exceeding grade level standards or who are determined to be at risk.

(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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]).	The structure of the Sage Canyon 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 student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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.	The District has provided a pacing guide which was last updated in August 2004. In Spring 2009, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those State standards that students must master in order to be successful at the next grade level. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Sage Canyon
2010 - 2011**

6 POINT INCREASE 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			
	973				979			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	Met 2011 AYP
School-wide	92.4	94.0	1.6	Yes	94.1	95.6	1.5	Yes
Asian	98.4	97.0	-1.4	*	99.2	99.3	0.1	Yes
Hispanic	90.9	90.5	-0.4	*	86.4	90.5	4.1	*
White	90.6	92.9	2.3	Yes	92.7	94.5	1.8	Yes
English Learners	93.9	90.1	-3.8	*	98.0	94.2	-3.8	*
Students with Disabilities	75.6	79.5	3.9	*	84.6	84.3	-0.3	*

**Not a significant subgroup*

CELDT
Scoring Levels

Sage Canyon	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	4	8%
Level 2: Early Intermediate	0	0%	2	4%
Level 3: Intermediate	6	20%	14	26%
Level 4: Early Advanced	15	50%	26	49%
Level 5: Advanced	9	30%	7	13%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Attain deep implementation of rigorous, standards-based writing instruction

Student groups participating in this goal – all students in kindergarten through 6th grade
Performance gains expected for these students – student progress toward meeting or exceeding grade level benchmarks.

Means of evaluating progress toward this goal:

- District Writing Assessment (DWA)
- California Standards Test (CST)
- On-demand writing assessed with teacher-created common scoring rubrics
- Teacher-created formative assessments focused on language conventions
- Teacher self and peer reflections from classroom observations

Summary of Data/Rationale:

In August 2010, a facilitated staff analysis of CST scores revealed that the content clusters of relative weakness within the ELA portion of the CST test included written conventions at grades 3, 5, and 6, and writing strategies at grades 2 and 3.

During the 2010-2011 school year, teachers that participated in the DMUSD Language Arts Committee continued school-wide dialogue with teammates about the writing curriculum and best practices in writing instruction. All teachers attended three days of district sponsored staff development with Nancy Fetzer. In addition, 75% of the teaching staff attended the Learning Headquarters standards based writing professional development, with the remaining 25% participating in the summer or fall of 2011.

Analysis of Spring 2011 CST scores revealed that overall gains were made in at Grade 2 , Grade 3, and Grade 4. While gains were not made at Grades 5 and 6, Grade 5 increased the percentage of students in the advanced level by 6%, and grade 6 increased the percentage of students in the advanced level by 5%. Gains in the advanced category were also made at grade 2 (5%) and grade 3 (4%). Students at the not proficient levels (B, BB, FBB) decreased at every grade level except grade 5, which experienced a 4% increase (3% BB and 1% FBB).

Spring 2010 to Spring 2011 CST: English Language Arts Proficiency Level Growth

	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv
2011	95	75	88	59	100	84	91	81	95	83
2010	93	70	86	55	94	84	95	76	96	78

After focused efforts during the 2010-2011 school year in the CST ELA content clusters of relative weakness (written conventions at grades 3, 5, and 6, and writing strategies at grades 2 and 3), noticeable gains were made. In addition, gains in word analysis/vocabulary development were made at 4 of the 5 grade levels assessed (2009-2010 area of focus).

**Spring 2010 to Spring 2011 CST: English Language Arts
Mean Percent Correct on ELA Subtests**

	<i>Word Analysis/ Vocabulary Development</i>		<i>Reading Comprehension</i>		<i>Literary Response</i>		<i>Written Conventions</i>		<i>Writing Strategies</i>	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
2nd	90	89	85	87	91	91	88	90	82	86
3rd	87	88	85	86	90	90	81	83	84	81
4th	90	92	87	83	92	90	88	88	84	83
5th	83	86	85	86	90	89	87	86	88	83
6th	88	93	82	80	85	86	87	90	80	86

	Spring 2010-- lowest mean percent correct for grade level on ELA subtest
	Spring 2011 gain over mean percent correct for grade level on ELA subtest in 2010

Goal Objectives:

All grade level PLC teams develop and implement a team SMART goal that focuses on the implementation of rigorous, standards-based writing instruction.

The Sage Canyon staff will demonstrate classroom instructional practices that exhibit the implementation of rigorous, standards-based writing instruction during the 2011-2012 school year.

2011-2012 SMART Goals

Kindergarten

Using the new kindergarten narrative prompt and rubric, 50% of kindergarten students will receive a secure score in the Organization and Ideas area. (*Writes a sentence, including-who or what and when or where. The sentence will recount a single event or several loosely linked events.*)

- Administer new narrative DWA each trimester to identify students who are
- developing, secure or advanced.
- Utilize Learning Headquarters strategies in writing instruction to teach mechanics, spelling and grammar.
- Incorporate Nancy Fetzer strategies and lessons for developing organization and ideas
- Analyze formative writing samples along the way to guide our instruction

First Grade

Increase by 80% the number of students receiving a secure score on the District Narrative Writing Assessment in Organization and Ideas, Sentences and Word Choice, Voice and Style, and Mechanics, Spelling, and Grammar by the end of the 3rd trimester (May 2012).

- Teacher Write/Modeling
- Guided Writing Activities
- Small Group Mini Lessons
- Partner Writing
- Nancy Fetzer Red Light/Green Light Strategy
- Improve student achievement in writing by authentically modeling each stage of the writing

process through daily, bi-weekly think alouds and shared/modeling writing learning experiences

Second Grade

By the third trimester 100% of second grade students will receive a secure score on the District Narrative Writing rubric in the area of Sentences and Word Choice.

- Improve student achievement in writing in the area of sentences and word choice by incorporating skill building learning activities such as powerful sentences and fancy words into daily writing instruction

Third Grade

Increase by ___ % the number of students receiving a secure score on the District Narrative Writing rubric in the area of Organization and Ideas by the end of the 2nd trimester as compared to the 1st trimester scores.

- Improve student achievement in writing in the area of organization and ideas by incorporating scaffolds and structures such as foldables, graphic organizers, and visual charts into daily writing instruction.
- Use of Nancy Fetzner's tools and activities for Organization and Ideas in narrative writing
 - Powerful Sentences
 - Prewriting Graphic Organizer
 - Emotion Cards
 - Think, Do, Say Bubbles
 - Come Alive Box

Fourth Grade

By the end of the 2011-2012 school year, 90% of fourth grade students will achieve a score of secure or advanced in the area of organization and ideas as measured by the fourth grade district narrative writing rubric.

- To improve student achievement in the area of organization and ideas in narrative writing by incorporating activities that develop story elements, graphic organizers, think alouds, and shared and modeled writing.

Fifth Grade

By the end of the 2011-2012 school year, 90% of fifth grade students will be secure or advanced in the area of organization and ideas measured by the DMUSD Narrative Writing Rubric

- Come Alive Boxes
- Prewriting Graphic Organizer
- Reading/writing activities focused on each story element
- Modeled teacher writes
- Analyzing student examples
- Analyzing authentic texts
- Group activities that focus on individual story elements.
- Evaluating characters from read aloud.
- Creating a Writing Folder Tool Chest full of tools to help students create ideas and help organize writing.

Sixth Grade

By May of 2012, at least 80% of sixth grade students will demonstrate proficiency in the areas of sentence structure and comma usage, as measured by teacher created rubrics for assessing the various genres of 6th grade writing throughout the year.

- Improve student achievement in writing in the area of sentences and word choice by integrating powerful sentences lessons during the expository essay writing research project as well as during daily writing experiences.

- Improve students' scores/ability in the area of literature response questions
- Model thought process & how to respond to literature questions in class, Have students respond to questions in small groups/partners. Discuss as a class what makes a good response.
- To improve student writing by increasing the number of opportunities (from three times annually to bi-monthly) for students to self-assess their writing using rubrics, on demand instructions, and checklists.
- Utilize rubrics in writing assignments by allowing students to look at models, list /highlight the criteria, and look at gradations of quality. Students will practice on their own work and exemplars. Students will utilize self-assessment, peer assessment and teacher consult.
- Model and teach sentence structure & correct usage of commas for every genre of writing.
- Assess various writing pieces in all classes; teachers will use a mini-rubric to determine proficiency for each student
- Integrate writing convention lessons for both sentence structure & comma usage into subject-based writing assignments/projects so that students are exposed to these concepts across the curriculum.
- Create writing prompt for each science chapter that allows students to demonstrate their science knowledge using a specific writing genre. (ie: Write a narrative about your journey to Earth's core.)

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Improvement of instructional strategies:</i> Grade levels/teachers will use common formative assessments to determine student progress toward grade level standards. Classroom teachers will provide differentiated instruction to provide support to students who are having difficulty mastering writing standards. Supplemental materials from Learning Headquarters may be purchased. All teachers will attend district writing staff development (3 days) with Nancy Fetzer focused on expository writing Teachers will attend Learning Headquarters 2-day Conference	Teachers/Admin/ Academic Support Staff August 2011 - June 2012 August 2011 - June 2012 August 2011 - June 2012 August 2011 - June 2012 July 2011 – December 2012	Personnel Nancy Fetzer Substitute costs Conference fees Substitute costs	PLC Wednesdays Common Planning Time ESC for 5th grade SIP SIP District Staff Development Funds SIP

<i>Increased educational opportunity:</i> 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.	October 2011-June 2012 Teachers	Personnel	PLC and common planning time
<i>Staff development and professional collaboration:</i> The first and third Wednesdays of each month will be used for either school-wide or grade level specific Professional Learning Community collaboration and staff development During each trimester of the 2011-2012 school year, school-wide vertical PLC teams will be used for collaboration and benchmarking progress toward achieving grade level team SMART goals and best practices. The Extended Studies Schedule will be coordinated to allow grade levels common time for further collaboration.	Teachers/Admin August 2011-June 2012 Teachers/Admin August 2011 -June 2012 August 2011	Personnel Personnel Personnel and ESC teachers	PLC and common planning time PLC and common planning time District DMSEF funding
<i>Involvement of staff, parents and community:</i> CST results are shared with parents through the SARC, school website, SSC and PTA meetings. Parents receive individual student reports. The reports are mailed home each August. Parent conferences are held in the fall and spring of each school year. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Admin August 2011-June 2012 Teachers August 2011-June 2012 School Staff/Admin August 2011-June 2012	Substitutes	site funds

<i>Monitoring program implementation and results:</i> 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.	Admin/Teachers		
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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.

Sage Canyon

2011 – 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 15, 565	support targeted at-risk Kindergarten, first and second grade students in the area of literacy through the support of a .40 FTE literacy intervention teacher
English Language Acquisition Program (ELAP)	\$ 1,602	support 4-6 grade ELD learners through the support of a designated instructional assistant
School Improvement Program (SIP)	\$ 34,175	see attached SIP budget

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*

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

**Sage Canyon
SIP Budget Proposal**

Proposed Expenditures	Amount
Staff Development These funds support the ongoing professional development of all Sage Canyon staff. Funding provides workshop fees, travel/lodging expenses, presenter fees, professional books and materials, and teacher professional development release days. Staff development during the 2011-2012 school year will support the school-wide educational goal of <i>attaining deep implementation of rigorous, standards-based writing instruction</i>	\$10,000.00
Instructional Materials These funds are for supplemental instructional materials not covered by district general textbook funds. Materials include: AIM Higher Reading Comprehension materials (grade 3), Time for Kids (grades 2-6), Weekly Reader (grade 1), Learning Headquarters Writing materials (grades K-6), math problem solving and enrichment materials (grades K-6), Phonics and phonemic awareness materials (grades K-2), student agenda/planners (grades 4, 5, & 6), QuickWord Books (grades K & 2), Read Naturally reading fluency program and materials (grades 2-5), and leveled trade books to support both fiction and non-fiction reading comprehension (K-6).	\$9,175.00
Technology These funds support the ongoing expenditures for technology for staff, students, and the tech labs, including supplies, media software, and media hardware. Goals include increasing teachers skills and use of technology as a tool to support the school-wide educational goal of <i>attaining deep implementation of rigorous, standards-based writing instruction</i> .	\$15,000.00
Total Allocation/Expenditures	\$ 34,175.00

Date Approved by School Site Council: November 29, 2011

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
Peg LaRose	X				
Nicole Ortega		X			
Marian Rubino			X		
Michelle Shaver		X			
Shauna Friedemann		X			
Lori Anapoell				X	
Steven Brumer				X	
Lexi Hull				X	
Chris Lien				X	
Diana Li				X	
Numbers of members of each category	1	3	1	5	0
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

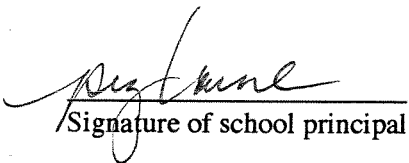
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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 29, 2011

Attested:

Peg LaRose, Ed.D

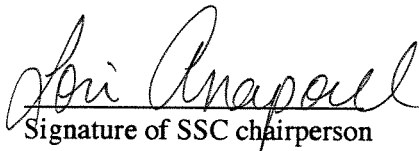
Typed name of school principal


Signature of school principal

11/29/11
Date

Lori Anapoell

Typed name of SSC chairperson


Signature of SSC chairperson

11/29
Date

Del Mar Union School District

Sycamore Ridge School

Vision for Excellence Site Strategic Plan

2011 - 2012

Single Plan for Student Achievement

Date Approved by School Site Council: November 3, 2011

Date Approved by District Board of Trustees:



Contact Person: Emily Morris, Principal

Telephone Number: 858-755-1060

E-mail Address: emorris@dmusd.org

School Vision and Mission

The entire Sycamore Ridge school community believes that all children can achieve academic success. To this end, our mission is to ensure high levels of academic achievement as measured by assessments that are aligned with state standards. We are committed to a comprehensive system of support and intervention to assure this outcome. We are dedicated to maximizing the individual potential of each learner by offering programs that foster creative and critical thinking, as well as social and emotional growth.

Our multi-faceted program also provides opportunities to experience visual arts, performing arts, literature, music, technology, and science as extensions of the classroom. The entire village of the Sycamore Ridge community—parents, teachers, students, and staff—has been busy developing the culture of our school, and we celebrate its diversity!

As you read our Single Plan for Student Achievement, I believe you will find evidence of:

- A learning environment with a strong commitment to academic excellence and the education of the total child.
- A staff dedicated to meeting the academic needs of students through data analysis and collaboration.
- A student body that is motivated to perform well and achieve at all levels through enrichment, extension activities, differentiation, and extracurricular school involvement.

School Profile

Rigorous academic standards are the cornerstone of our educational program at Sycamore Ridge School (SRS). Academia and high achievement are extremely important values in the SRS community. In acknowledgment of our community's high expectation, the SRS staff has been committed to the Professional Learning Community (PLC) philosophy of instructional design since our inception. As PLC educators, we hold certain core beliefs for obtaining excellence in all of our efforts to positively impact student achievement.

The California Content Standards and Common Core Standards are the foundation of our educational program. Every teacher at SRS is an expert in their grade level standards and is familiar with the standards of the grade level above and below their assignment. We have undergone the task of identifying the essential standards for every grade level, kindergarten through sixth grade. These essential standards are those that need to be learned deeply and completely in order for each child to be successful in next year's grade. When we are planning goals, lessons, units, or programs, we always begin with the standards to set our instructional targets.

Our multifaceted program provides opportunities for students to experience art, music, technology, science, and PE as extensions of the classroom. These enrichment classes are taught by certificated teachers who have a passion and expertise in their discipline. In addition to the extended studies curriculum, students have the opportunity to participate in a variety of lunch clubs including Drama Club, Library Club, Zoo Crew, Garden Club, Running Club and Yearbook Club.

Every student on campus is part of a "village," a group of about 15 students ranging from kindergarten to sixth grade, led by a certificated member of the staff. The village functions like a family. It helps identify special needs of students and their families. Services and resources are offered to a family in need by the appropriate support staff or the village teacher leader. Through our village program, and curriculum programs such as Character Counts, PeaceCoach, and

PeaceBuilders, our students are encouraged to demonstrate qualities of good character across school environments and in the community. These programs foster peaceful avenues to conflict resolution and positive social interactions. They help promote citizens with integrity and support the overall social and emotional development of the whole child. On our playgrounds at lunchtime, PeaceCoaches (fifth and sixth grade students) look for students making good choices and recognize them with Praise Notes, which can be turned in for acknowledgment over the morning meeting announcements. Classroom teachers foster social-emotional development through classroom morning meetings, a time for students to praise each other, learn welcome greetings from different cultures and languages, and address the social needs of the class which help encourage the pillars of character. Some classroom teachers collaborate and use a cross-age buddy system to aid in academic and social-emotional development.

We applaud the partnership that has been created between the Del Mar School Education Foundation, the Del Mar Union School District, and Sycamore Ridge Families. Through the efforts of these groups, we are proud to offer credentialed music, art, technology, science and physical education specialists that integrate these disciplines into the curriculum throughout the day. The program includes small group instrumental music classes for fifth and sixth graders, and a complete band experience twice a week.

We believe that it is our responsibility to ensure that all students learn the grade level standards essential for student success. The implicit assumption is that all students, no matter what their needs or backgrounds, can achieve success. Each year, PLC grade-level teams review California grade-level standards and analyze data from the previous spring's STAR testing results. Teachers conduct class studies, meticulously examining student records to identify which students are at risk, which are achieving at grade level, and which are in need of enrichment opportunities. When the data has been analyzed, PLC teams initiate the design of academic SMART goals: Specific, Measurable, Attainable, Results-oriented, and Time-bound. These goals are based on student achievement results.

We have developed a system for researching, developing, and sharing best teaching practices. During our vertical articulation sessions, it is common for staff members to share strategies, ideas, and lessons for teaching standards successfully. Grade-level teams hold regular PLC meetings to analyze the results of common assessments and share helpful information for improving results. When a teacher or a grade level has a need for professional development in a particular area, funds are available for the teacher(s) to attend workshops or conferences if necessary. When appropriate, teachers visit each other's classrooms to share successful instructional strategies and resources. On going professional development in researched based best instructional practice (The Essential Elements of Instruction) and writing instruction are areas of focus.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	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 Sycamore Ridge are currently using the adopted standards-based materials as the core instructional program. The district has also identified essential standards and has created assessments that measure the degree to which the standards have been met. Standards-based instructional materials adopted by DMUSD have been purchased and are being used in all of Sycamore Ridge classrooms. Materials have been 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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	All Sycamore Ridge students participate in appropriate amounts of instructional time in all content areas as recommended by the English/Language Arts Framework for California Public Schools (Kindergarten through Grade Six)

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice 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. The district provides the school's principal (and vice principal) opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>mathematics program</u>, K-6.	Our principal has 25 years of education experience and 18 of those years have been spent in the Del Mar Unified School District. Shared decision making is a core value at Sycamore Ridge. Regular and frequent communication occurs through consistent dialogue, monthly principal advisory meetings, classified employee meetings, School Site Council, and PTA Board meetings. The entire Sycamore staff, parents, and community work collaboratively to study our programs and improve on our excellent academic and non-academic offerings. Since October of 2005, individuals representing all of these groups have come together annually to map out school goals and objectives for the next year. In the spring we return for our sixth site strategic planning review and update. We are pleased with the meaningful and productive steps that have already taken place since October of 2005, and we are excited about our continued success supporting our wonderful students. Our principal's commitment to the Professional Learning Community (PLC) philosophy has paved the way in establishing a positive learning environment, which focuses on student performance and

		schoolwide results. Through our principal's coaching and instructional leadership, site PLC training by teacher leaders, vertical articulation meetings, and grade level meetings for sharing lesson plan strategies, collaboration, and communication are critical keys to ensuring that every stakeholder in the school community is engaged in helping every student every day.
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Sycamore Ridge are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	Sycamore Ridge 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), and 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. Sycamore Ridge teachers meet at least twice a month in grade level groups to review assessments, analyze data, and collaborate with colleagues to improve instruction and student performance.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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.	The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and staff development. District and site staff development opportunities are aligned to the site strategic planning and curriculum focus goals. The site staff development plan is aligned with District foci and reviewed and approved by the SSC and Board of Trustees.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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]).	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. 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.
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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.	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**

**School
2010-2011**

11 POINT DECREASE IN API

MET 17 OF 17 AYP CRITERIA

100% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2010 Base				2011 Growth			
	965				954			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	Met 2011 AYP
Schoolwide	91.2	90.3	-0.9	Yes	90.8	88.9	-1.9	Yes
Asian	94.5	96.2	1.7	Yes	98.9	97.1	-1.8	Yes
Hispanic	73.7	69.2	-4.5	*	73.7	61.5	-12.2	*
White	91.8	89.4	-2.4	Yes	87.3	88.1	0.8	Yes
Socioeconomically Disadvantaged	74.1	64.9	-9.2	*	74.1	51.4	-22.7	*
English Learners	76.6	81.8	5.2	Yes	85.9	81.8	-4.1	Yes
Students with Disabilities	56.2	44.4	-11.8	*	62.5	44.4	-18.1	*

**Not a significant subgroup*

CELDT
Scoring Levels

Sycamore Ridge	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	1	2%	6	8%
Level 2: Early Intermediate	1	2%	4	5%
Level 3: Intermediate	5	9%	18	24%
Level 4: Early Advanced	23	43%	30	39%
Level 5: Advanced	23	43%	18	24%

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



**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **Curriculum and Instruction**

Goal Area: **Professional Learning Communities**

Objective: **To improve student achievement through teacher collaboration and professional development training.**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
1. By October 2011, Teachers will have identified classroom and grade level academic needs through a data study. 2. By May 2012, Teachers to have created, implemented an analyzed results of grade level triennial goals aimed at improving standards based instruction and student achievement.	September 2011	a) Data Analysis Phase 1: CST Longitudinal Study	All Teaching Staff	1.CST Data	Triennial grade level goal results.
	September 2011	b) Data Analysis Phase 2: Cluster Analysis and Class Study		2.Cumulative File Information	District Writing Assessment results.
	September 2011	Create 1 st Triennial Goal		3.PLC documents and forms	4 th grade State Writing Assessment results.
	October 2011	Vertical Share Out of 1 st Triennial Goal		PLC Collaboration Time \$3,000-workshop registration cost/substitute coverage.	

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **Curriculum and Instruction**

Goal Area: **Professional Learning Communities**

Objective: **To improve student achievement through teacher collaboration and professional development training.**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
3.By May 2012, Teachers will have received professional development, and observational feedback in the Essential Elements of Instruction. 4.By May 2012, Teachers will have received professional development training in the area of writing instruction.	December 2011	Vertical Report Out of 1 st Triennial Goal	All Teaching Staff		
	December January March	Create Goal #2 Share Out Goal #2 Report Results Goal #2			
	March March May 2012	Create Goal #3 Share Out Goal #3 Report Results Goal #3			
	May 2012	*Three teachers to attend EEI Training. *Will act as lead teachers delivering staff development to other teachers. *Principal Training in the EEI with other Principals. *Teachers from grade K-4 will attend the Learning Headquarters Writing Training *All teachers (K-6) will have attended at least two Nancy Fetzer writing trainings.			

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **Parent Education**

Goal Area: **Parent Education**

Objective: **To involve parents in the education of their children.**

<i>Measurable Objective (SMART GOALS)</i>	<i>Target Dates</i>	<i>Specific Actions</i>	<i>Who is Responsible – Who is Involved</i>	<i>Budget Resources</i>	<i>Results (Impact on student learning) Evidence of Completion</i>
Institute a program around the theme "The Importance of Personal Responsibility," where staff educates parents on the PeaceBuilder program and speakers provide parents with strategies to teach personal responsibility at home. We plan to offer this program as an evening presentation and will advertise to maximize participation.	Spring 2012	The Parent Education Committee will contact participants to schedule dates and times for the Parent Education Night. We will help with materials, facilities, and advertising.	• 2-3 staff members to explain/talk about our Village Program • District Technology Staff Member for Internet Safety Night (4th-6th grade) *Jen Oliveira - Peace Coach video • Guest Speaker –strategies to reinforce personal responsibility.	• Flyers for Wednesday Folder. • Stipend for preparation and speaking about Sycamore Ridge's Village Program *cost for outside speaker(s)	• Feedback Form for staff at the end of year and parents at the end of the event

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **School Climate**

Goal Area: **School Climate Committee**

Objective: **Maintain and continue to build a positive school climate.**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
1. Encourage Common Language and student connection to character traits through school-wide activities.	October 2011	School Wide Village Kick Off October 12 th at 10:50 Villages will meet every 1 st Wed after recess from 10:30-11:15.	Committee Teachers		
2. Update Village activities. Activities will target anti bullying and support good healthy choices on the playground in effort to reduce problems.	November 2011	Add additional outside activities to the Village Crate, which promotes healthy choices, good character, social skills, and positive reinforcement.	Committee/ Teachers (Wells)	Outside Activities (Wells)	
3. Encourage family participation in reinforcing Peace Builders behaviors. Motivation Prize for best display!	October 2011	Assign school-wide Peace Building Work to reinforce monthly themes. Monthly displays updated by grade level teams.	Grade Levels	Peace Pack	Motivational Prize

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **School Climate**

Goal Area: **School Climate Committee**

Objective: **Maintain and continue to build a positive school climate.**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
4. Encourage family participation to reinforce good character through monthly Character Traits Response Slips/ Homework	January 2012	Student Response Slips will be sent home in Wed. Folders one time per month; Students will submit slips to teachers for entry for Wed. raffle; Selected students will receive a prize from the basket.	Committee (Jackson) Principal	Homework Slips Copy/Collect/Put in Box (Jackson); Collect slips (Jackson); Name announced and students gets prize (Principal)	
5. Support teachers in presenting quality character building lessons through literature.	March 2012	“Village Peace Builders Book Club”, Literature to be purchased for Village crates. We will start with 2 books, 1 for each theme and 1 for each trait. Eventually, we want 2 titles for each trait for each Village Teacher.	Committee Principal (Zuzow)		

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
2011 - 2012**

School: **Sycamore Ridge School**

Board Policy #: **0420**

District Strategic Plan Linkage: **School Climate**

Goal Area: **School Climate Committee**

Objective: **Maintain and continue to build a positive school climate.**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
6. Multi-Cultural Celebration Day	June 2012	Students will travel in Villages to various booths celebrating the diverse culture of our school	PTA		
7. Village Field Day	June 2012	Students and Village Leaders participate in physical activities.	PE Teacher Dad's Club		
8. Peace Coaches will be elected to help promote and ensure good peace building behavior.	Continue	Peace Coaches will be selected and assigned to playground duties during recess and hand out Praise Notes to students.	Jen O.		
9. End of Year Survey will be sent out to help guide the direction for future social climate goals.	Continue	A date will be set to review the survey by April. Survey will be conducted by end of May	Jen O.		

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

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.

Sycamore Ridge

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 29,519	
English Language Acquisition Program (ELAP)	\$ 1,926	
School Improvement Program (SIP)	\$ 29,997	

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**

Sycamore Ridge School

2011 – 2012 Allocation	\$19, 427.00
Total Available Funds	\$29,997.00

Budget Proposal

Proposed Expenditure	Amount
<u>LANGUAGE ARTS</u>	
Supplementary literacy materials: writing program materials, leveled books, guided reading materials, supplies for the library, Test Ready materials	\$3,000.
<u>PROFESSIONAL LEARNING COMMUNITIES STAFF DEVELOPMENT</u>	
Professional development opportunities for the teaching staff including conference registration, travel, professional journals, workshops, copying costs and supplies. For release time for substitutes to allow for peer coaching and teacher demonstration lessons.	\$5,000.
<u>SCIENCE/MATH:</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.	\$2,000.
<u>MUSIC AND ART:</u>	
Musical productions and art programs including supplies, media, materials, assemblies, and instruments to support music and art standards. Music coaching costs for sectional band instruction.	\$5,000.
<u>TECHNOLOGY:</u>	
Supplies, media software (Educity, Brainpop, RAZ Kids), media hardware (computers, printers, projectors, headphones, docucams, bulbs).	\$6,000.
<u>MEETING THE NEEDS OF ALL LEARNERS:</u>	
Enrichment programs including supplies, software, contest costs (Future Problem Solver, Newsbowl, Continental Math League, Word Masters). To support intervention programs, including personnel for identified student groups (Academic Learning Program)	\$7,000.
<u>SITE STRATEGIC PLAN:</u>	
Release time costs, and materials to implement School Climate and Parent Education the Vision For Excellence Site Strategic Plan for the 2011-2012 school year.	\$1,997.00

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
Tammy Holzer				X	
Brandi Nishnick				X	
Regina Huelsenbeck				X	
Shannon Cary				X	
Jennifer Marchese-Ernst				X	
Jennifer Litt		X			
Alicia Saunders		X			
Donna Chung		X			
Dana Stuart			X		
Emily Morris	X				
Numbers of members of each category					
Total for each group (must be equal)	5			5	

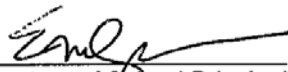
RECOMMENDATIONS AND ASSURANCES

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 3, 2011.

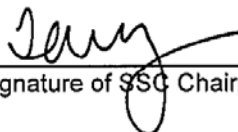
Attested:

Emily Morris
Sycamore Ridge, Principal


Signature of School Principal

11/3/11
Date

Tammy Holzer
Sycamore Ridge SSC Chairperson


Signature of SSC Chairperson

11-3-11
Date

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



Barbara Boone, Principal

858-481-4266
bboone@dmusd.org

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	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 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. 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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	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. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ 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
3. School Principal's Instructional Leadership Training	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. 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.	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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 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. 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. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Torrey Hills are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	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.	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.
	5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	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. 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.	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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	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]). 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]).	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. 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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	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. 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.	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 2009 Target: 46%				Mathematics 2008 Target: 47.5%			
	2010	2011	Growth	Met 2011 AYP	2010	2011	Growth	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 2010 Target: 56.8%				Mathematics 2010 Target: 58%			
	2009	2010	Growth	Met 2009 AYP	2009	2010	Growth	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

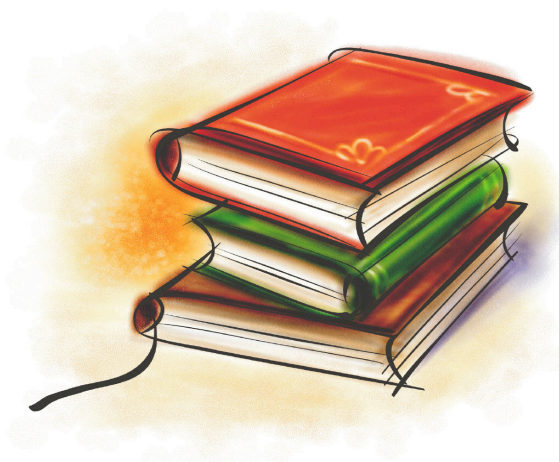
Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2008 Base				2009 Growth			
	953				963			
	Language Arts 2009 State Target: 46%				Mathematics 2009 State Target: 47.5%			
	2008	2009	Growth	Met 2009 AYP	2008	2009	Growth	Met 2009 AYP
Schoolwide	91.4	91.4	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

<u>GOAL # 1 for Improving Student Achievement:</u> 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
<i>Alignment of instruction with content standards:</i> 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.	Teachers/Admin Sept 2011-June 2012	District provides texts and consumables Supplemental materials	District
<i>Improvement of instructional strategies:</i> Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Grade levels will focus on teaching to the advanced levels of writing. Grade levels will analyze student writing samples on a monthly basis to determine student needs. Grade levels will plan writing lessons based on student needs and the expectation that all students can write at the advanced levels. Classroom teachers will regularly provide differentiated instruction to support all students in mastering/exceeding language arts standards. 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. Teachers will develop additional supports for students grades 4-6 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	All teams August 2011-June 2012 Grade level teams Principal-led PLC August 2011-June 2012 Site Fall 2011-Spring 2012 Technology committee October 2011-June 2012	Instructional materials to support team SMART goals Substitutes Professional books to support writing instruction Instructional Materials (Language Arts) Instructional Materials Instructional Materials Classroom computers, workstations, web-based instructional programs	SIP \$1500 SIP \$2108 ELAP \$2808 EIA \$10,000 SIP \$9,000

<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.	Grade level teams ESC teachers		
<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	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	Instructional Materials (Music/Art) Salary and benefits	SIP \$2500 EIA \$14097
<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.	Classroom Teachers/Administration Sept 2011-June 2012 Administration Sept 2011-June 2012	Salary and benefits Workroom Materials	SIP \$3500 SIP \$500
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		Substitutes	EIA \$4500 EIA

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
<i>Alignment of instruction with content standards:</i> 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.			District
<i>Improvement of instructional strategies:.</i> Analyze student progress data from mathematics curriculum to identify strengths, needs, and next steps in teaching/learning problem solving/math reasoning. Supplies and materials to support science instruction at all grade levels Incorporate daily problem solving/math reasoning experiences Support English Learners and at risk students in mathematics	Administrator Teachers Sept 2011-June 2012 Administrator Teachers Sept 2011-June 2012	Substitutes Instructional Materials (Science) Instructional Materials (Math)	SIP \$2000 EIA \$4500 SIP \$2500 SIP \$1500 EIA \$5535
<i>Extended learning time:</i> 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.	Grade level teams Sept 2011-June 2012		
<i>Increased educational opportunity:</i> Grades 1-3 students needing additional support will receive intervention by the classroom teacher. Grades 4-6 students needing additional support will receive interventions by the classroom teacher.	Classroom teachers and ESC teachers Sept 2011-June 2012	Instructional Supplies (Math)	ELAP \$2000
<i>Staff development and collaboration:</i>			

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			

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

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

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.			
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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>	
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>	
An assistant to provide support for teachers and staff in the workroom	\$3500
<i>INSTRUCTIONAL SUPPLIES</i>	
<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 <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 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

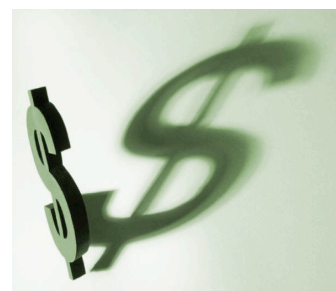
2011-2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$51632	Instructional assistant Supplemental materials Translation services ELAC – parent involvement
English Language Acquisition Program (ELAP)	\$ 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