

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:



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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	<p>1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student.</p> <p>1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.</p>	<p>The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at 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.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">2. Instructional Time</p>	<p>2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions.</p> <ul style="list-style-type: none"> ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily <p>2.2 The school provides additional time for reading/ language arts students taking the intervention reading program:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily <p>2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-6 60 minutes daily <p>2.4 The school provides additional time for mathematics students needing intervention:</p> <ul style="list-style-type: none"> ▪ K-5 15 minutes daily ▪ 6 30 minutes daily 	<p>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)</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">3. School Principal's Instructional Leadership Training</p>	<p>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.</p> <p>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.</p>	<p>Our principal has 25 years of education experience and 18 of those years have been spent in the Del Mar Unified School District.</p> <p>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.</p> <p>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</p>

		<p>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.</p>
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>4. Credentialed Teachers and Teacher Professional Development Opportunity</p>	<p>4.1 The district staffs classrooms with fully credentialed teachers.</p> <p>4.2 The district provides the school’s teachers (in all grade levels/programs) opportunities for training in the district’s adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher’s grade level or program level.</p> <p>4.3 The district provides the school’s teachers (in all grade levels) the opportunities for training in the district’s adopted basic program for <u>mathematics</u> for each teacher’s grade level or program level.</p> <p>4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.</p>	<p>All teachers at Sycamore Ridge are fully credentialed as multiple subject teachers or content specialists.</p> <p>All classroom teachers and specialists are CLAD certified.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">5. Student Achievement Monitoring System</p>	<p>5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.</p>	<p>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.</p> <p>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.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">6. On-going Instructional Assistance and Support for Teachers</p>	<p>6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">7. Regular Collaboration by Grade Level or Department for Teachers</p>	<p>7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p> <p>7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p>	<p>Working as a Professional Learning Community (PLC) ensures the close alignment between school wide goals and grade level SMART goals. These Strategic and specific, Measurable, Attainable, Results-based, and Time-bound (SMART) goals are the foundation used to develop a specific plan of action designed to ensure students meet or exceed grade level standards. Through this process for planning, monitoring and improving academic programs, essential performance standards are identified, benchmarks are established and common assessments used to monitor progress are developed. Additionally, professional development opportunities are identified to support the achievement of SMART goals.</p> <p>As part of the ongoing process for revising and evaluating school wide professional development, student performance on multiple measures combined with teacher reflection assists in evaluating the effectiveness of instructional practices. Students who are not yet proficient are one of the driving forces in choosing an area of professional growth. During team PLC time, test scores and data from daily instruction are</p>

		<p>compared and individual students, or groups of students are targeted based on classroom performance and the retention of key concepts. When students struggle to meet essential grade level standards, areas of necessary professional growth are identified.</p>
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>8. Lesson Pacing Schedule</p>	<p>8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p>8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>	<p>All grade level teams plan for annual instruction according to the district pacing schedules for language arts and mathematics.</p>

**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 <i>2009 Target: 67.6%</i>				Mathematics <i>2008 Target: 68.5%</i>			
	2010	2011	<i>Growth</i>	Met 2011 AYP	2010	2011	<i>Growth</i>	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
<p>1. By October 2011, Teachers will have identified classroom and grade level academic needs through a data study.</p> <p>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.</p>	September 2011	a) Data Analysis Phase 1: CST Longitudinal Study	All Teaching Staff	1.CST Data	<p>Triennial grade level goal results.</p> <p>District Writing Assessment results.</p> <p>4th grade State Writing Assessment results.</p>
	September 2011	b) Data Analysis Phase 2: Cluster Analysis and Class Study		2.Cumulative File Information	
	September 2011	Create 1 st Triennial Goal		3.PLC documents and forms	
	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
<p>3. By May 2012, Teachers will have received professional development, and observational feedback in the Essential Elements of Instruction.</p> <p>4. By May 2012, Teachers will have received professional development training in the area of writing instruction.</p>	<p>December 2011</p> <p>December January March</p> <p>March March May 2012</p> <p>May 2012</p>	<p>Vertical Report Out of 1st Triennial Goal</p> <p>Create Goal #2 Share Out Goal #2 Report Results Goal #2</p> <p>Create Goal #3 Share Out Goal #3 Report Results Goal #3</p> <p>*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.</p>	<p>All Teaching Staff</p>		

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**
 District Strategic Plan Linkage: **Parent Education**
 Goal Area: **Parent Education**
 Objective: **To involve parents in the education of their children.**

Board Policy #: **0420**

Measurable Objective (SMART GOALS)	Target Dates	Specific Actions	Who is Responsible – Who is Involved	Budget Resources	Results (Impact on student learning) Evidence of Completion
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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Flyers for Wednesday Folder. • Stipend for preparation and speaking about Sycamore Ridge’s Village Program *cost for outside speaker(s) 	<ul style="list-style-type: none"> • 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	

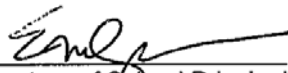
RECOMMENDATIONS AND ASSURANCES

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.

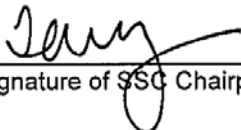
Attested:

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