

Single Plan For Student Achievement



For School Year 2007-08

Sycamore Elementary

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

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District: Claremont Unified

The District Governing Board approved this revision of the School Plan on 12/10/2007

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About this School

At Sycamore Elementary School learning is student centered. Respect for each child as a learner is the foundation of our instructional activities and our curricular decisions. Students are challenged to be cooperative learners, supported in realizing that there are multiple solutions to all problems and encouraged to reflect upon, understand and evaluate their own learning and thought process. Preparing our students to be informed contributing members in a democratic society is the goal of all members of our learning community.

For over a century, Sycamore has played a vital role in the community. Its proximity to the Claremont Colleges has shaped its pedagogical philosophy. Its proximity to the Village of Claremont has shaped its commitment to develop an active partnership with the community by highlighting service learning. The faculty at Sycamore has long prided itself on implementing a number of innovations in their curricular program. Focal points of these innovations include a multi-age learning environment that allows students to be successful; the inclusion of multiple intelligence teaching strategies; student-led assessment conferences, which develops self-reflective learners; family curriculum planning sessions, which engage students and parents in developing curriculum; Play Based Observation assessment model; and shared decision making by all school stakeholders.

Based on input from students, parents, staff and data, four major emphases have been established for the next two years 2007 - 2009. They are:

- To further improve a language arts program by developing an articulated writing program school wide that includes rubrics, student portfolios and language records.

- To incorporate higher order thinking skills in all aspects of curriculum delivery, assessment demonstrations, and communication of our progress to the community.

- To provide a developmentally sound, balanced mathematics program with emphasis on use of manipulatives, practical life skills, problem solving and the use of Math Exemplars.

- To provide a balanced academic program, which includes music and art.

The Sycamore staff embraces the concept of being a "community of learners," recognizing learning is a lifetime endeavor which must be nurtured from the outset of a child's learning process. Staff further agrees, everyone involved with learning is a learner and everyone can learn.

Sycamore Elementary School, founded as Claremont Grammar School in 1890, is now one of eight elementary schools in the Claremont Unified School District. Our 2007-08 enrollment is 368 students. This is close to the capacity of our facility. Ninety-nine percent of our students reside within the boundaries of CUSD. About 40% of our families are intra-district transfer students. The majority of families transferring to Sycamore cite the nature of our multi-age developmental educational program as the reason for their decision.

Quality of Instruction & Leadership:

Sycamore's curriculum is aligned with state frameworks and standards for all subject areas. Language Arts is a strength. Literature-based reading instruction, the writing process with student publishing, cooperative learning and cross-age tutoring provide models for numerous visiting educators. Instruction acknowledges individual learning styles; encourages student choice; and promotes authentic performance-based learning demonstration.

School leadership within our open enrollment District is responsive to the community. Staff, parents and students are involved with program decisions. Participatory management is enhanced by Sycamore's size and by the staff's interest in all aspects of the school experience. The Unified Governance Council is the governing body of the school.

Individual needs of students are addressed in each classroom. In addition, our resource specialist, speech and language specialist, and a 40% language arts resource teacher provide individual and small group instruction plus consultation for classroom teachers. Students with special needs are regularly assessed and placed in the least restrictive environment by our Guidance Team. The Student Study Team (SST) process assists staff and parents to focus on a child's academic or social concerns, develop strategies for remediation, and determine a timeline to check back to see if the suggestions are working. During the 2006-07 school year 31 students were referred to SST and only 12 were sent to student Guidance Team for additional testing.

Our school community is informed of educational rights and opportunities in the following communications: the Claremont Unified School District Information Calendar, a District booklet describing all schools, Sycamore's own program description, twice monthly Principal's newsletters, and regular classroom communications to parents. Parent

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involvement is stressed; over 150 parents were recognized last spring for their contributions in classrooms, special events, committees and on the Board of Education.

Climate for Learning:

Teachers encourage students to develop responsibility for their individual actions and for their educational goals. Students are given the opportunity to be involved in making choices that directly affect them. It is a further expectation that each student maintains a high level of respect for him/herself as well as the learning of others. Building a strong sense of how to interact in an appropriate manner is a priority. To support students in their efforts to gain inner responsibilities and self-monitoring strategies they are taught to base their actions around the following four questions: Is it safe? Is it kind? Does it protect property? Does it support learning?

These questions serve as a guide for our students not only to analyze the sensibility and practicality of their decisions in school, but also to understand the lifetime implications sound decisions have. Natural consequences, school service, and individual reflections encourage students to consider improved decision-making choices. In response to problems, students are asked to reflect on what happened, accept responsibility for their actions, consider the consequences their actions have had on others, and devise a plan for continued improved behavior. Students are further asked to consider what they can do in the future to create a better situation.

Analysis of Current Educational Practice

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

Teachers use State Standards to guide District instructional practice. Staff meetings, District called meetings, and the BTSA program focus on assisting teachers with full implementation of standards based instruction. Teachers at Sycamore use the state adopted materials as the core program, however they supplement their instruction with additional resources to enrich and extend the content areas. In language arts literature books are frequently used for readers' circle. Math and Science Exemplars are used to extend understanding in both subject areas.

At Sycamore families receive a twice-yearly teacher written narrative of their child's progress as well as attending two student, parent and teacher conferences where learning goals are established and progress is discussed. All content areas now have a state approved standards-based text.

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

All student groups, heterogeneously grouped in classes by gender, ethnicity, ability, language, social development and economic level, have equal access to standards based curriculum. Textbooks, library books, reference materials, computers, a schoolwide network and all District materials are accessible for all teachers and students.

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

This year the Sycamore staff is focusing on assessment strategies, the writing process, comprehension strategies, and critical thinking in mathematics. Grade level teams meet regularly to plan curricular units of study and assess student work to assure continuity of instruction, efficiency of instructional delivery, and to develop consistent and reliable assessments. Student work samples and assessment data are examined to make necessary adjustments in the teaching/learning process.

Through the development of Professional Learning Communities (PLC) at the school site and throughout the district a more concerted effort is being made to align curricular goals at the school site and in the district. At the District level the collaborative work of teachers to create Essential Standards for all six content areas has supported all teachers in their ability to deliver a more aligned curriculum. Continued district staff development is needed, but with the present plan in place and teachers supporting teachers the likelihood of establishing lasting PLCs is growing. Professional needs for teachers are developed as teachers and principals identify targeted teaching goals each year. While individual school sites will still determine professional needs and develop plans and strategies to meet the needs of all students on their sites, a larger discussion will surface that targets district wide goals for all students.

Staff development District-wide has supported all teachers in delivering a more comprehensive instructional program. At each site are teacher leaders who serve as resources for their colleagues in Sheltered Instruction strategies, implementation of the newly adopted science curriculum, Thinking Maps outlines for comprehension, classroom technology support, and effective instructional delivery techniques (Marzano).

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4. Services provided by the regular program to enable under-performing students to meet standard:

Sycamore has a number of programs to assist students who have been targeted as under-performing.

a) An after-school remedial tutorial program is in place to support individual students needing assistance in either language arts or mathematics. Students in grades 4th-6th are recommended by their classroom teachers for this small group tutorial program.

b) Work-study students assist students who need extra assistance.

c) A Language Arts Resource Teacher (LART) on a 40% contract works with 15 identified students per semester. Students involved in this assistance have demonstrated significant improvement in classroom performance and have shown dramatic improvement on the CST.

d) America Reads tutors assist primary students who have difficulty in making the transition into independent fluent readers.

e) Student Study Team provides support for parents and teachers to develop plans, for academic, behavioral, and social-emotional concerns, for students who would benefit from additional interventions.

f) Summer school is offered to all students who qualify for the 5-week remediation program

g) Primary classes staffed at a 20 to 1 ratio provide for more independent and skill specific instruction.

h) Parent volunteers to provide additional classroom support.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Sycamore has limited categorical funds to support under-performing students to meet the content standards. Services, which are available include:

a) Physical education program, which reduces class size for language arts and math instruction at all grade levels.

b) A school counselor who sees students who are in need of some counseling for academic, social-emotional, family stress or behavior for a period of 6-8 weeks.

c) Based on teachers' individual knowledge of their students needs, analysis of CST results, teacher observation and rubric-based assessments teachers present lessons using differentiated instructional approaches, manipulatives and proven best practices.

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

School assessments are used to support learning, not to monitor it. Assessments for learning are more meaningful and rigorous because student expectation grows when they have a purpose to learn what they are studying. Using such assessments as rubric analysis by students and teacher, teacher observations, examination of work samples, etc. teachers are able to adapt their instructional strategies to deliver the curriculum. These assessments measures are frequently revised by teachers and students to assure that the specific learning needs of the students are met.

State assessments, given in the spring of each year, assist in defining deficiencies in certain basic skills. Each fall, teachers review state assessment results, identify patterns and trends, reconcile data with site/district data and target one or two areas of improvement to address in the coming year. This data is used to develop the goals presented in this School Plan document.

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

100% of teachers have students who are performing below grade level standards.

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

There are many site and community resources available to support students in need. The initial point of contact for all students is through the classroom. When a referral is made a floodgate of possible options open up.

Site Governance Council assists with many projects and funds important needs of the site in addition to providing thousands of hours of service per year. Business partnerships are helpful in providing funds and grant opportunities for teachers to get additional classroom resources. Volunteers provide time to assist teachers in the classroom. The Claremont Colleges provide a pool of students to tutor students in reading and mathematics. Childcare offers many services to support families in need. Student Study Teams and Student Guidance Teams are available for students who are experiencing behavioral or academic struggles. Counseling and Wellness Center programs are available to further assist students.

Within the community upon referral, request and qualifications, Family and Youth Support provides services and resources to students and families with a physical, emotional or academic need. There are also many non-profit organizations and city programs that are available to support all students.

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

The barriers that exist to support student improvement are more imagined than they are real. Granted there are some students with special needs (academic, emotional, or social) but there are so many resources available to support all staff that the perceived barriers crumble.

The resources available are found at the school site, in the district, within the community and from the state. Site resources range from creative use of staffing to hiring work-study students; from cross-age learning buddies to involving parent volunteers; and from creating PLCs to draw upon the expertise of peers and to attending professional conferences to learn new strategies. When teachers on site work as a cohesive force to tackle challenges head-on positive results occur. The most significant intervention for student achievement that teachers subscribe to is creating a caring and responsive learning environment because when a focused effort is put forward by all adults barriers are broken down and students improve. It is definitely a journey as opposed to a race, but they journey is worth taking when it leads to creating an environment where all students are serviced.

District collaboration has also assisted in making in roads to knock down the perceived barriers. As continued opportunities for staff and peer collaboration are made available teachers will see that there is outside support to assist them as they work with their students. All schools have their challenges working to improve student achievement, but also all schools have implemented programs and strategies that have been successful and they need to be shared to support other schools.

In recent years and greater effort has been made by the District, city and state to coordinate and network available resources; thereby breaking down a former barrier of poor alignment of services. With continued work in communicating what is available for all students and schools, teachers will come to realize that barriers are not something to be overwhelmed by, instead they are opportunities to support students who need assistance and there are a plethora of resources at their fingertips for the asking.

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10. Limitations of the current program to enable under performing student to meet standards:

Sycamore is making a sincere effort in meeting the needs of the under-performing students, there are however some constraints, which are impeding staff efforts, but those constraints are not so severe that staff can not make progress in supporting all students.

Probably the biggest roadblock that exists for our site and its programs is space. Never having had an abundant amount of extra space to grow into, staff has been very creative in using the current space available. For example the school auditorium houses the library, the LARTs work area, the art teaching area, teacher instructional materials, and is the school's primary assembly area.

Our changing student population has forced staff to take a deeper look at the hows, whys, and whats they do with their students, because many of the tried and true ways of the past need to be adjusted. With the way our student body is changing it is a positive thing, because it is giving our students, staff and parents a greater picture of the real world and all of the diversity that is present in today's society. We are in this profession to make the most of the limitations that exists, because the supposed limitations facing us today are but a snapshot of the new challenges that await us,

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

In looking at the CST scores staff noticed a number of common trends. The percentage of students scoring in Advanced and Proficient quintiles stayed fairly constant with previous grade level percents. Once again 6th grade students had the highest percentage of Advanced and Proficient students. The percent of students who are scoring at Basic remain somewhere between 25% to 28% at all grade levels and in both Language Arts and Mathematic. Our English Language, Economically Disadvantaged, Special Needs students mirrored our school population with results that showed some growth and some dips. (The limited number of students in these subgroups makes it difficult to see consistent trends.) At some grade levels there was a rise in the numbers of students falling into the Below Basic (BB) and Far Below Basic (FBB) quintiles, but then again in other grade levels there was a drop. Once again no school wide trend could be determined.

What remains the biggest challenge of the Sycamore staff is to move more students in both English Language Arts and Mathematics from Basic into the Advanced and Proficient quintiles. By moving 25% of the students (5 to 6) in this quintile to Advanced or Proficient would make a significant difference in our CST results leading to a higher API.

This year staff is making a renewed commitment to spending more time examining and analyzing student work in grade level teams. It was a priority two years ago when our API went up 14 points, but we drifted away from that practice last year. Staff is further committed to re-examing some of our teaching practices to see if that is the jumpstart to improve the number of students reaching the Proficient and Advanced levels.

It is staff's contention that when students are taught strategies to self-assess and analyze their work based on teacher modeling, guided practice, collaboration with peers, and independent application and practice they will perform well on any assessment measure. The more students are involved in making assessment rubrics, evaluating their work against benchmark papers, and have opportunities to view assessments as learning tools, the more willing they will be to participate in a rigorous and challenging curriculum. Staff believes that as students feel more comfortable and confident in knowing what the assessment criterion are, they will show a greater willingness to accept responsibility for their learning, either seeking steps towards remediation or extension. It is this key link between student involved assessment and knowing what standards must be learned that will make the greatest difference in improvement on the CSTs.

Though this year's results were not what staff was expecting, staff still feels positive about the direction the school is moving. Staff is fortified in knowing that assessment data needs to be analyzed over the long term, not just through the miniscule lens of a single moment or test. Staff also knows that longitudinal data is far more meaningful and tells a far more accurate story than over analyzing one standardized test. As important as standardized test analysis is, because it does drive instruction, it is not the sole indicator of success.

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Conclusions from Parent, Teacher and Student Input

As teachers and parents analyzed the data from the CST results of 2007 some inconsistent conclusions were seen. First and foremost our API dropped 12 points, the first drop we have experienced since API's have been calculated. The drop was surprising because we found no contributing factors that could be identified. There was no turn over in staff. There were no new textbook adoptions implemented other than social studies. There were no overarching school issues that caused significant disruption. Thus staff and parents are confounded as to what caused the drop in our API.

The work that staff had done with the Institute at Indian Hill (IHI) had shown that there was gradual improvement occurring at all grade levels in both Language Arts and Mathematics for a four year period. IHI also pointed out that Sycamore consistently had a higher percent of 6th students scoring at Advanced and Proficient than at second grade, which is opposite of the national trend.

Parents are still supportive of the direction that Sycamore is taking with its whole child emphasis; its self-assessing and self-reflective student-led conferences; its focus on critical thinking; and its student-centered developmental pedagogy; but if students do not show continued improvement on standardized measures that other students are performing well on, then challenges to the merits of what it is doing will deservedly be far and wide.

School Goals for Improving Student Achievement

History/Social Science

Social Studies Assessment

All students will participate in a social studies curriculum that will allow them to acquire core knowledge, recognize universal historical themes and dilemmas, and develop critical thinking skills to study the past and its relationship to the present and future.

Mathematics

Math Student Assessment

All students will be taught the necessary skills to be self-reflective and self-reliant assessors in evaluating their current progress. They will also make informed and appropriate decisions to sustain their growth. They will become competent in using mathematical skills, vocabulary and thinking strategies to solve everyday problems. Students will confer with teachers, paraprofessionals, volunteers, and fellow students on a regular basis to assess their progress.

Physical Education

P. E. Assessment

All students will be involved in a physical education program that teaches health-related benefits of regular physical activity and skills to adopt a physically active and healthy lifestyle.

Professional Development

Professional Development

Staff needs to be involved in on going and sustained professional development in order to effectively work with students who have diverse and differentiated learning needs. All students learn in different modalities and staff needs to be proficient and flexible in determining which learning style is best for which student.

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Reading/Language Arts

Language Arts Assessment

All students will be taught skills and strategies to become self-reflective learners in evaluating their progress and make informed decisions to sustain their growth. Students will be exposed to a variety of genres to develop an enthusiasm for life-long reading. Students will confer with teachers, paraprofessionals, volunteers and fellow students on a regular basis to assess their progress.

Science

Science Student Assessment

All students will participate in science activities that are experiential, authentic, and standards-based. Students will learn the necessary steps of the scientific process and the necessary skills to self-assess their understanding of key science concepts.

All students K - 6 will write a class or individual goal about what actions they are planning to initiate to live in a sustainable community.

Technology

Technology Utilization

All students will receive in class technology instruction in all academic areas. They will be given ample opportunity to use varied modes of technological application to enhance understanding, to extend conceptual knowledge, and to demonstrate information gained. All students will be taught how to use the tools of technology to further in their learning, assist them with research and allow them to display their findings.

Visual & Performing Arts

Performing Arts Achievement

All students will participate in a comprehensive and balanced visual and performing arts curriculum. They will learn how to integrate visual and performance arts into their everyday activities, value its importance, and appreciate its lasting historical and cultural significance.

Planned Improvements in Student Performance

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

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Goal: Social Studies Assessment

Goal Statement

All students will participate in a social studies curriculum that will allow them to acquire core knowledge, recognize universal historical themes and dilemmas, and develop critical thinking skills to study the past and its relationship to the present and future.

Student Group

All students will learn skills and strategies to assess their understanding of basic social studies concepts of history, geography, economics, civics, and politics. Students will be further supported in developing critical thinking skills to assess them in formulating reasoned and sound opinions.

Students will be taught to look for and examine trends in historical development, make connections from the past to the present and vice-versa, and understand the perspective of the voice of the person reporting the information.

Performance Gains

All students will be expected to demonstrate a solid understanding of social studies concepts by displaying intellectual perseverance, the ability to distinguish between fact and fiction, developing a schema for honest self-reflection, and realizing the importance of utilizing primary and secondary sources.

Means Evaluating

Rubrics which are standards-based, teacher designed, class generated and/or student created will be used in evaluation. Students will also react through class discussions, living museums, written narratives, and oral presentations drawing from external sources of historical information i.e. letters, diaries, biographies, speeches and original documents. Samples of student work will also be examined by the teacher, outside evaluators and the students themselves.

Group Data

Students will assess their understanding through making oral presentations, creating PowerPoint and other multi-media displays, writing first person response statements, and giving demonstration lessons or hosting museum events. Teachers will assess student understanding through formal and informal assessments, observations of class discussions and independent projects, and student interviews.

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Description of Specific Actions to Improve Educational Practice

Social Studies Action Plan

Means of Achievement: Alignment of instruction with content standards

- Tasks:** Staff will develop formal and informal assessments in social studies that will demonstrate students' concrete understanding of appropriate grade level standards as well as making connections with the social studies content through real life examples, by assigning projects that promote first-hand learning experiences for the students; and providing options for students to express their understanding of the concept learned through their own ways of knowing.
- Measures:** Classes and/or the teachers will develop task specific rubrics to demonstrate concepts learned. Among the measurements students will produce to be judged by their rubrics include:
a) re-enacting epoch skits, plays and vignettes, b) making models, dioramas, and collages of historical events, c) writing historical journals and diaries, d) creating murals and pictorial portfolios of an era studied, e) composing historical lyrics or developing dances of periods studied.
- People Assigned:** Principal, staff and students.
- There needs to be on going classroom discussions to develop ways to have students be assessed through multiple intelligence activities that are meaningful, reliable and dependable since there is no standardized assessment in social studies.
- Start Date:** 10/1/2007
End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Science Adoption

Means of Achievement: Staff development and professional collaboration

- Tasks:** All staff will work together in grade level teams to implement the new science curriculum and materials. Staff will develop a timeline for implementing the curriculum and materials.
- Staff will also review and discuss how to integrate the newly developed CUSD Essential Standards into their curriculum.
- Measures:** On a quarterly basis staff will meet in grade level teams to discuss their progress towards the implementation of the new science standards and curriculum. Staff will share sample lessons they are using, techniques and strategies that are working, and how the new materials are supporting instructional delivery.
- People Assigned:** Principal, all staff and Sycamore's members of the Science Essential Standards Committee - Lynne LeForge, Talia Bowman and Deborah Page.
- Start Date:** 10/1/2007
End Date: 6/13/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Math Student Assessment

Goal Statement

All students will be taught the necessary skills to be self-reflective and self-reliant assessors in evaluating their current progress. They will also make informed and appropriate decisions to sustain their growth. They will become competent in using mathematical skills, vocabulary and thinking strategies to solve everyday problems. Students will confer with teachers, paraprofessionals, volunteers, and fellow students on a regular basis to assess their progress.

Student Group

All students will be taught assessment strategies to effectively evaluate their progress, diagnose their areas of growth, and make appropriate adjustments to improve their conceptual understanding and mastery of basic skills.

Performance Gains

At present 55% of our students are proficient or better in mathematics; however it is staff's expectation that all students will have the necessary critical thinking skills to:

- a) self assess their progress for immediate and continual growth; and
- b) dialogue with teacher to assure the teacher that the students' individual analysis correlates with the teacher's perception and external standardized assessments.
- c) Students in Far Below Basic, Below basic and Basic will all improve a minimum of 40 scaled score points.

Means Evaluating

Multiple means will be used to evaluate progress:

- a) Rubrics, which are standards-based and teacher designed will document student growth.
- b) Student math portfolio, which fairly and honestly reflects progress, will measure individual growth.
- c) Samples of student work will also be examined by the teacher, outside evaluators and the students themselves
- d) All students will do weekly Math Exemplars to measure their growth against grade level math standards.
- e) Nationally normed standardized test (CST) will be used to document student year to year growth.

Group Data

Beyond looking at yearly CST scores staff will look at longevity trends (3 year spans), consider multiple measures of assessment which are more authentic and performance-based. Examples are:

- a) examining student progress on formal assessments, making observations, reading students' journals, recording student interactions, analyzing students' strategies to solve exemplars, etc;
- b) staff will compile and review actual student work products to measure growth; and
- c) using samples of their work students will demonstrate their growth against academic goals they have determined for themselves at yearly goal setting conferences in September.

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Description of Specific Actions to Improve Educational Practice

Math Action Plan

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Support all students to improve math competencies by;

- a) using Math Exemplars for developing higher level thinking skills;
- b) reinforcing the importance of students to show multiple ways to solve a math problem;
- c) having students explain their math understanding with concrete examples using manipulatives, diagrams and charts before doing problems abstractly or with pencil and paper; and
- d) allowing students to work in depth so conceptual knowledge can be firmly understood.

Measures: Students' growth will be measured in multiple ways, including:

- a) performance on Math Exemplars as measured by self-assessment on Exemplar rubrics;
- b) student performance on classroom tasks assigned by teacher;
- c) reading student math journals to determine students' depth of understanding of concepts learned;
- d) examining student work to see complexity of math communication and concept understanding; and
- e) documenting observation of students math conversations.

People Assigned: Principal and all staff are responsible for checking for clear and concise understanding of math concepts,

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
PFA Donations	purchase of Math Exemplars	\$750.00

Math Action Plan

Means of Achievement: Monitoring program implementation and results

Tasks: Support all students at their developmental level in math. Students that need remediation should have opportunities to get needed reinforcement of skills.

Students who are working above their grade level need to be challenged.

Measures: Make effective use of work study students to assist students who need additional math support.

Designate qualified students to work in the after-school tutorial program.

Provide enrichment classes or support for student who have grasped the basic concepts and are working at an advanced level.

Provide opportunities for students who need to move to other classes for math support to do so.

People Assigned: Principal needs to coordinate work study students to work in classes with greatest need.

Teachers need to identify students who need after-school remediation.

Principal will plan for an enrichment class for advanced upper grade math students.

Principal will work the Claremont Colleges to arrange for a lab class to support primary classes.

Start Date: 10/1/2007

End Date: 6/14/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
PFA Donations	work study students	\$5,000.00

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Goal:P. E. Assessment

Goal Statement

All students will be involved in a physical education program that teaches health-related benefits of regular physical activity and skills to adopt a physically active and healthy lifestyle.

Student Group

All students will receive a balanced curriculum in physical education, which will support them to become confident and independent in the decisions they make about a healthy lifestyle. They will learn to accept responsibility for the social and emotional choices they make. Students will learn to make adjustments for personal changes to help others or themselves. All students will learn the importance of developing and maintaining a plan for lifelong physical action.

Performance Gains

All students will demonstrate that they have a proficient understanding of the importance of living a healthy living style, of engaging in regular physical exercise, of knowing multiple ways to be physically active, and of gaining appropriate social skills to a productive member of society.

Means Evaluating

All students will be taught effective ways to self-assess their progress to maintaining a healthy life style. Among the strategies taught will be calculating BMI, tracking physical activity, monitoring diet and calorie intake, and measuring heart rate and/or blood pressure.

Group Data

All students will demonstrate their understanding of maintaining a healthy lifestyle by engaging in on going physical activity, eating appropriately, interacting with family members and peers in positive ways, and reassessing life choices on a regular basis.

Students will be surveyed on a yearly basis to determine the extent of their effort to live a healthy and productive life style.

Students will track their personal improvement in their time for running a mile in the upper grades and a 1/2 mile in the primary grades.

Performance on the 5th Physical Fitness will be an indicator of success.

Description of Specific Actions to Improve Educational Practice

Means of Achievement:

Tasks:

Measures:

People Assigned:

Start Date:

End Date:

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

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Goal: Professional Development

Goal Statement

Staff needs to be involved in on going and sustained professional development in order to effectively work with students who have diverse and differentiated learning needs. All students learn in different modalities and staff needs to be proficient and flexible in determining which learning style is best for which student.

Student Group

All students will benefit from a staff that participates in regular professional staff development that is focused on improved instruction and more accurate assessment of students' developmental ranges.

Performance Gains

As a result of teachers and staff continued education, all students will benefit and improve emotionally and academically. As staff uses more effective and specific strategies to reach all students, students will be willing to take learning risks to improve their understanding of concepts.

Means Evaluating

Individual teachers/staff members will present learnings with the larger staff community by sharing reference materials, modeling lessons, providing research-based resources, and leading staff discussions to enhance understanding. At monthly teacher-led staff meetings different staff members will share their expertise with their peers in order to develop a on-site expert pool.

Group Data

Staff will integrate new ideas and dialogue about the effectiveness of the strategy on student work. This year staff is sharing Marzano teaching strategies with their peers and periodically during the year staff plans to analyze student work from a lesson based on a Marzano teaching strategy.

Description of Specific Actions to Improve Educational Practice

Professional Development Action Plan

Means of Achievement: Staff development and professional collaboration

Tasks: All staff will receive on going and regular staff development in areas of individual need or professional growth. Staff will determine their area of interest or need. Some staff development be on site for all staff members and other staff development will be off-site. On-site staff development will include Marzano teaching strategies, technology, analyzing student work and Essential Standards alignment discussions.

Off-site staff development could include English Learner training, math critical thinking, fine arts collaboration, literacy strategies, working with students with special needs, or other teacher generated interests.

Measures: One staff meeting a month will highlight a staff development sharing time when teachers will share what they have learned or are doing.

Articles will be read, shared, and discussed at all faculty meetings. (In the Weekly Bulletin a Curriculum Focus article is shared to further staff development discussion about current educational topics.)

Staff will visit their peers classrooms to demonstrate teaching strategies, share ideas and provide feedback.

People Assigned: Principal, all teachers, teachers who attended an in-service, teacher who are on district Essential Standards committees and other experts from the district or community.

Start Date: 10/1/2007

End Date: 6/14/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	Conference Attendance	\$1,000.00

Single Plan For Student Achievement

Goal: Language Arts Assessment

Goal Statement

All students will be taught skills and strategies to become self-reflective learners in evaluating their progress and make informed decisions to sustain their growth. Students will be exposed to a variety of genres to develop an enthusiasm for life-long reading. Students will confer with teachers, paraprofessionals, volunteers and fellow students on a regular basis to assess their progress.

Student Group

Teaching all students the skills necessary to assess progress, diagnose areas of growth, and make appropriate adjustments to improve conceptual understanding is the foundation of staff's direction to support inquisitive, self-reflective and self-reliant learners.

Performance Gains

At present over 60% of our students are proficient or above in language arts on the CSTs, however, it is staff's expectation that all students will be taught sequential steps to support their development from learning to read to reading to learn by implementing the following assessment practices:

- a) using rubrics and self assessment strategies students will monitor personal progress and growth; and
- b) regular and critical dialogue with the teacher to assure individual analysis correlates with the teacher's perception and external standardized assessment.
- c) All students who are below proficient will be expected to show growth of 30 points on their scaled scores in English Language Arts.

Means Evaluating

Rubrics which are standards-based and teacher designed will be used to assess progress. Samples of student work will be examined by the teacher, outside evaluators and the students themselves.

Teachers will meet twice a month in grade level teams to examine student work using a school wide rubric in writing and languages arts.

Three times a year students will do a school wide writing sample which will be evaluated by teachers in grade level teams.

At Goal Setting conferences in September all students will establish learning goals; then at Student-Led conferences students will assess their progress against their goals using work samples as evidence of their progress.

Teachers will also document individual progress in a narrative.

Group Data

Beyond looking at CST scores, staff will consider multiple measures which are more authentic and performance-based. By examining formative assessments, making observations, interviewing students, and recording student interactions, staff will compile and analyze actual student work products.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

ELA Actions

Means of Achievement: Alignment of instruction with content standards

Tasks: All staff needs to acquire practical familiarity with the new Essential Standards (ES).
 Site staff members who worked on the ELA and Writing Essential Standards Committee will inservice their peers on the newly developed Essential Standards.
 Staff needs to dialogue about how to best implement their grade level ES.

Measures: Teachers will work in vertical grade level teams reviewing the standards to gain a better understanding of how they are aligned. Teachers need frequent application with the standards to comprehend how their build on each other and what responsibilities their peers have in passing on prepared students.
 In monthly grade level team meetings teachers will analyze student work against the standards using site developed rubrics.

People Assigned: Principal and members of the Essential Standards Committee - Lisa Schuster, Ann O'Connor and Rosemarie Terbrusch.

Start Date: 10/10/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

ELA Actions

Means of Achievement: Staff development and professional collaboration

Tasks: Provide support for teachers to assist one another with incorporating effective Marzano teaching strategies in their lessons
 Provide time for a professional dialogue for teachers to discuss Marzano strategies they are using.
 Provide release time teachers to visit peers who are implementing effective Marzano strategies.

Measures: Classroom observations will reveal if Marzano strategies are being used i.e. comparison charts or thinking maps are on display in the classroom.
 Interviews with students will tell if Marzano strategies are being used in their individual or group activity work.

People Assigned: Principal and Marzano in-serviced teachers (Lisa Schuster and Ann O'connor)

Start Date: 11/1/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	release time and classroom visitation	\$1,000.00

Single Plan For Student Achievement

Single Plan For Student Achievement

Goal: Science Student Assessment

Goal Statement

All students will participate in science activities that are experiential, authentic, and standards-based. Students will learn the necessary steps of the scientific process and the necessary skills to self-assess their understanding of key science concepts.

All students K - 6 will write a class or individual goal about what actions they are planning to initiate to live in a sustainable community.

Student Group

All students will be able to discuss and demonstrate their understanding of concepts learned, explain connections to prior knowledge, and ask questions and model skills to investigate new explorations.

All students will be able to discuss the importance of living in sustainable communities.

Performance Gains

Over 55% of the fifth grade students taking the CST were proficient or above. It is staff's expectation that all students will gain the necessary skills to adequately assess their understanding of big ideas and unifying concepts as well as monitoring their progress towards acquiring specific science process skills for continued understanding i.e. observing, predicting, classifying, recording, measuring, data collection, and communicating.

Means Evaluating

Rubrics which are standards-based, teacher designed, class generated, and/or student created will be developed to measure student growth. Samples of student work will also be examined by the teacher, outside evaluators and the students themselves to determine conceptual understanding.

All upper grade students will do a concluding project based on their science rotation in the spring.

All students will share with their class what actions they have taken to recycle, reuse and replenish.

Group Data

The CST results of 5th graders will be analyzed to see what strengths or gaps are the school-wide science program.

Other ways staff will measure progress is through examining student work, making written comments on science projects and oral reports, class derived rubrics, and classroom observations. In some cases Science Exemplars will be used to determine conceptual understanding of upper grade students.

All upper grade students will be expected to do a Science Fair Project. Each project will be assessed by an outside evaluator who will interview each student and then give specific written feedback about the student's project.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Means of Achievement:

Tasks:

Measures:

People Assigned:

Start Date:

End Date:

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Technology Utilization

Goal Statement

All students will receive in class technology instruction in all academic areas. They will be given ample opportunity to use varied modes of technological application to enhance understanding, to extend conceptual knowledge, and to demonstrate information gained. All students will be taught how to use the tools of technology to further in their learning, assist them with research and allow them to display their findings.

Student Group

All students will have frequent and on going availability to technology for instructional purposes and learning extension, opportunities to authentically demonstrate learning, and collaborate with other off-site learning settings i.e. on-line museums, professionally created websites, classroom to classroom e-mails. Access to technology and its everyday application will be a high prior for all students to better understand the world they live in.

Performance Gains

All students will be competent and confident in using the multiple tools of technology to permit them to be functioning literate computer users to execute projects, locate resources and communicate with others in a variety of ways.

Means Evaluating

All students will produce a technology based assessment ranging from a revised word document to a claymation film. Students upon leaving Sycamore will be familiar with a word processing program, how to use a digital camera and input pictures in a report, produce a PowerPoint multi-media presentation, make an iMovie, create a simple spreadsheet to display information, develop charts and graphs, and other yet to be determined technological functions that will arise on an as need basis.

Group Data

Data needed to document student academic gains include:

- a) samples of student work products and presentations;
- b) teacher observations, comments and student interviews;
- c) students' demonstrating of their knowledge of technology to do Internet research, virtual museum tours, downloading pictures off a digital camera etc.; and
- d) comments from parents how students are engaged in using technology outside of school.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Technology Action Plan

Means of Achievement: Staff development and professional collaboration

- Tasks:** Though staff is at different levels of understanding, all staff needs sustained support in developing their technology proficiency.
- All staff needs support in defining effective use of student computer use.
- All staff needs support in developing a classroom user friendly web page for communication with parents and colleagues.
- Staff needs time for work together to hone and share technological knowledge.
- Measures:** Staff meeting time needs be set aside to discuss specific questions about technology use.
- Staff needs to share specific examples of how they monitor web page browsing as well as establishing a school wide criteria for appropriate computer use.
- Knowledgeable staff members need to inservice colleagues on how to design practical web pages for frequent community communication.
- People Assigned:** Principal and all staff
- Site Technology Committee - comprised of teachers, principal and parents.
- District support personnel
- Start Date:** 10/1/2007
- End Date:** 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	release time and classroom visitation	\$1,000.00

Single Plan For Student Achievement

Technology Action Plan

Means of Achievement: Improvement of instructional strategies and materials

Tasks: All students will have regular access to the tools of technology in the classroom-digital cameras, calculators,computers, laptops, wireless infrastructure and Ipods (in time).

Through on-going availability all students will gain a greater understanding how technology can benefit them academically, socially, and personally.

Staff will become more astute about on-line means of assessing and communicating student progress.

Measures: Students will use technology in all classroom activities-researching, computing, assessing, and documenting progress.

Students will assess themselves through technological presentations.

More school-wide communication will be done via e-mail. All staff will be expected to be familiar with how Data Director can assist them.

People Assigned: Principal, all staff, on site technology committee, district resources

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Performing Arts Achievement

Goal Statement

All students will participate in a comprehensive and balanced visual and performing arts curriculum. They will learn how to integrate visual and performance arts into their everyday activities, value its importance, and appreciate its lasting historical and cultural significance.

Student Group

All students will receive a standards-based arts education program which will permit them to work at a personalized pace, develop self-expression and self-confidence, and experience a sense of accomplishment. Study in and through the arts will allow all students to extend their higher order thinking skills, develop their inventiveness, expand their creativity, and pique their imagination.

All students will receive weekly vocal music and art instruction.

Performance Gains

All students will be expected to use art as a vehicle to envision and set goals, to determine a method to reach goals, to identify possibilities, to self-evaluate and revise goals, to problem solve alternatives, and to produce a finished product.

Means Evaluating

Students will be taught how to make concrete and sound value judgements of their finished products as well as those of great masters and professionals. They will be taught appropriate styles, techniques and vocabulary to make fair and informed evaluations of pieces of art. Students will make comparative connections or critically assess - verbally, in writing, or through observation - pieces of personal work or those of others.

Group Data

Students will demonstrate their understanding of the arts by connecting their artistic knowledge to other core curricular areas, by assessing their work against a predetermined rubric, by critically recognizing the expertise of others, and by gaining a lifelong appreciation for the multiple ways the arts express and communicate ideas, emotions and feelings.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Performing Arts Action Plan

Means of Achievement: Improvement of instructional strategies and materials

Tasks: All students will received a balanced Fine Arts program incorporating, art, vocal and instrumental music, dance and performing arts.

Teachers will collaborate with on site experts to discuss how an arts curriculum can enrich classroom activities.

Students will document their art involvement.

Measures: All students will participate in weekly art and music classes. Quarterly students will do an in class performance and bi-yearly a community performance.

Teachers will share and exchange their art expertise in staff and grade level team meetings.

All students will keep an art portfolio, learn 6 new songs each quarter, and all upper grade students will receive recorder lessons.

People Assigned: Arts experts - music consultant, art consultant, P.E. instructional assistants and parent volunteers.

Principal and all staff

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
CEF	recorder purchases, art supplies, and reference ma	\$2,500.00

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$921

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$41,940
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$2,160

Title III LEP Students

Program/Initiative Purpose	Amount
To provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in CA). The purpose of the subgrants is to assist LEP students to acquire English and achieve grade-level and graduation standards.	\$2,539

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$20,444

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Ann O'Connor	Faculty	Teacher	
Brian Donner-D'Ambrosia	CFA	Teacher	
Dawna Welch	Parent	Spirit	
Eve Bursch	CSEA	Librarian	
Jeff DesCombes	Parent	Facilities & Safety	
Kara Evans	Parent	Co-Facilitator - non voting	
Kimberly Petropoulos	Parent	Treasurer	
Lainie Tennant	Parent	Ways and Means	
Lisa Schuster	Faculty	Teacher	
Mara Watkins	Parent	Communication	
Mark Schoeman	Parent	Facilitator - non voting	
Thomas Cooper	Faculty	Principal	

Single Plan For Student Achievement

Recommendations

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:

- | | Approval Date |
|---|----------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 11/13/2007 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. 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. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| State Compensatory Education Advisory Committee | 12/11/2007 |
| Special Education Advisory Committee | 12/11/2007 |
| School Health Council | 12/11/2007 |
| Gifted and Talented Education Advisory Committee | |
| English Learner Advisory Committee | 12/11/2007 |
| 6. 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. | |
| 7. 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. | |
| 8. The school plan was adopted by the council on: | |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | |
| 11. School Site Plan Approved: | 12/10/2007 |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Attested:

Tom Cooper		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date