

NOVATO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

2009

Pleasant Valley Elementary School

CDE Code

6024575

Approved by Board of Trustees

on

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Pleasant Valley Elementary School

Novato Unified School District Mission Statement

Novato Unified School District is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential.

School Vision

Pleasant Valley Elementary School is a school where children come to learn. In our classrooms each child will experience the joys of knowledge, self-discovery, success, and acceptance.

Mission Statement

Pleasant Valley is dedicated to building a community of learners where students strive to reach their full potential academically, socially, and emotionally. Learning is a lifelong process that fosters effective thinking strategies, social responsibility and positive interpersonal skills. We are committed to preparing Pleasant Valley students for the world that awaits them in the twenty first century.

School Description

Pleasant Valley is a K-5 elementary school located at the north end of the city of Novato. The school was built in 1965 and has a current enrollment of 384 students. Pleasant Valley was named a California Distinguished School in the spring of 2002. The certificated staff includes the principal, 18 classroom teachers, a resource specialist, a speech and language specialist, a part time library media specialist, three music teachers and a physical education teacher. The support staff includes an office manager, office technician, district psychologist, life skills counselor, four instructional assistants, a library clerk, an instructional assistant to support English Learners, an instructional assistant to support special education students, a day and night custodian, a school nurse, and several yard supervisors. All of the classroom teaches currently are certified to teach English language learners, holding a SDAIE or CLAD certificate. There is a balance of veteran teachers and teachers who are in the early years of the profession. All are fully credentialed with advanced training.

Pleasant Valley's strong academic program has consistently exceeded California's growth target of 800 for the past six years. The Academic Performance Index for 2008 was 901. Instruction is standards-based and supported by a close partnership between school staff and parents.

Pleasant Valley is committed to the philosophy of the Professional Learning Community. Four guiding questions direct our instruction:

1. What do we want students to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?
4. What will we do when students already know it?

We believe that Pleasant Valley works best in a culture of collaboration and so our grade leveled team members meet weekly to review instruction. We believe that developing common formative assessments to monitor study mastery is essential and so students are regularly assessed to monitor progress. Finally we focus on results of assessments to direct instruction targeting areas of strength and need to differentiate instruction for each student.

The School Leadership Team is the forum for parents and staff to work collaboratively in site-based decision-making. The Leadership Team monitors programs and budgets and assists in the development of the school plan. The Single Plan for Student Achievement is reviewed and updated annually.

Student leaders take an active role in many programs at Pleasant Valley. This “Leader in Me” philosophy develops leadership skills serving students and developing into lifelong qualities. The “Leader in Me” programs include our *Giving Day*. In November, students led a food donation assembly for Novato Human Needs. It was very successful. In Decembers students once again took lead with our Holiday Hope assembly. During this fun presentation of holiday songs from around the world, students donated toys for families in need.

In March, Students directed and participated in the Cat in the Hat assembly to encourage reading in all grades. On March 17th, student council held an afterschool St. Patrick’s Day Festival to raise money for supplies for the school’s paper room. A volunteer tea will be held at the end of the year. Student leaders will organize and coordinate this important event. . These “Leader in Me” projects help the school and also create a unity and pride in the students.

Character Education is an important part of Pleasant Valley’s curriculum. Each month a theme is selected for the school to focus on. Example: In September our Manner’s Month recognized good manners and included a manners’ poster contest and manners’ lunch. Each month we focus on a theme and build activities to engage the students. It is unity building and has helped set a tone of kindness for the school.

Among Pleasant Valley’s strengths is it high level of community and parent involvement. We have many activities for parents to get involved including our annual Family Night Picnic and Gala Event. Parent volunteers are very important and serve as room parents, art docents, reading coaches and parent helpers. We even get the grandparents involved. Our “Over the River” day is a fun event. Grandparents visit the school and share holiday traditions with the students.

The PTA serves as a model of support that includes parents, community members, and businesses. Previous projects funded by the PTA include funds allocated for direct classroom support, an upgrade of the computer lab and library media center, a fully stocked emergency preparedness storage container, small learning environments in common rooms connected to grade level classrooms, , new tables in the multi-use room to all students to eat indoors, and technology enhancements. Assemblies, field trips, the science lab and the computer lab are supported by the PTA. The PTA also publishes the weekly parent newsletter.

At Pleasant Valley we have the special honor of having our own school song. The words convey the true feeling of our school. It is a very special place for students to learn and our school song says it best.

*There's a special place we go where we learn something new each day.
It doesn't matter who you are we'll love you each the same.
We are the young hearts of Pleasant Valley,
We're making Dreams come true.
Learning together through our growing years.
Reach out for each other. Stand tall, touch the sky.
Aim High, Where Eagles Fly.
Shine on, oh PV, Shine!!*

Categorical Funding Allocated to Pleasant Valley School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Part II. Final allocations will be available in January 2009. Additional funds may be allocated to the school in accordance with district policy.

Federal Programs

adopted
budget
carryover
total

Allocation

<p>Title I: Targeted Assistance Program <i>Program Goal:</i></p> <ul style="list-style-type: none"> • To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students. 	\$ N/A
<p>Title II: Part A Teacher Quality <i>Program Goal:</i></p> <ul style="list-style-type: none"> • To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment • To increase student academic achievement by improving teacher quality. • To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind. 	<p>3295</p> <p>1883</p> <p>5178</p>
<p>Title III: Limited English Proficient (LEP) <i>Program Goal:</i></p> <ul style="list-style-type: none"> • To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. • To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum. 	District-wide Allocation
<p>Title IV (Safe and Drug Free Schools and Communities) <i>Program Goal:</i></p> <ul style="list-style-type: none"> • To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students 	<p>292</p> <p>739</p> <p>1031</p>
<p>Title V (Innovative Strategies) <i>Program Goal:</i></p> <ul style="list-style-type: none"> • To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials. • To meet the needs of at-risk students. 	<p>0</p> <p>0</p> <p>0</p>

State Programs

	Allocation
Economic Impact Aid- State Compensatory Education (EIA-SCE) <i>Program Goal:</i> <ul style="list-style-type: none"> To meet the educational needs of Economically Disadvantaged Youth 	0
Economic Impact Aid- Limited English Proficiency (EIA-LEP) <i>Program Goal:</i> <ul style="list-style-type: none"> To provide support for English Language Learners in developing fluency as effectively and efficiently as possible 	17,845. 17845.
Economic Impact Aid-Targeted Instructional Improvement Block (EIA-TIIBG) <i>Program Goal:</i> <ul style="list-style-type: none"> To provide targeted educational support for English Language Learners 	
Gifted and Talented Education (GATE) <i>Program Goal:</i> <ul style="list-style-type: none"> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites. 	District-wide Allocation
Tobacco Use Prevention Education (TUPE) <i>Program Goal:</i> <ul style="list-style-type: none"> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop. 	371 66 437
School and Library Improvement Block Grant SLIBG <i>Program Goal:</i> <ul style="list-style-type: none"> To meet the educational needs of all students, including student achievement and improved environment K-8. To support and sustain high quality professional development K-8. <i>Library Program Goal</i> <ul style="list-style-type: none"> To provide school library materials K-12. 	38,100.00 749.00 38,849.00
English Language Acquisition Program (ELAP) <i>Program Goal:</i> <ul style="list-style-type: none"> To improve the English proficiency of English learners (4-8). To prepare English learners to meet the state's academic content and performance standards (4-8). 	384.00 726.00 1,110.00
One-time Discretionary Site Block Grant <i>Program Goal:</i> <ul style="list-style-type: none"> To improve educational opportunities for all students through expenditures that are approved by the School Leadership Team and the District Board of Trustees. 	0.00 743.00 743.00
On-going Art and Music Block Grant <i>Program Goal:</i> <ul style="list-style-type: none"> To support standards-aligned art and music instruction, K-12 	3,546.00 5,225.00 8,771.00
One-time Art, Music and P.E. Block Grant <i>Program Goal:</i> <ul style="list-style-type: none"> To support art, music and physical education instruction, K-12 	0.00 28,887.00 28,227.00

Local Programs

<p>A+ Parcel Tax Funding – Measure A <i>Program Goal:</i></p> <ul style="list-style-type: none"> To support and provide for quality library media centers, supplemental reading services, and technology in all K-12 schools. 	District-wide Allocation for CSR
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Grants

<p>School Linked Services (SLS) <i>Program Goal:</i></p> <ul style="list-style-type: none"> To improve school success for targeted students and their families through counseling, outreach and tutoring services. 	N/A
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<p>Other programs specific to this site <i>Program Goal:</i></p>	N/A
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Total

<p>Total amount of state, federal, and categorical funds and local programs and grants allocated to this school:</p>	102,851.00
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DISTRICT STRATEGIC PLAN

MISSION STATEMENT

Novato Unified School District is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential.

VISION STATEMENT

Novato Unified School District's educational experience will:

- ensure students possess academic and technical knowledge to enter successful careers and post-secondary experiences
- prepare all students to be successful and productive citizens and leaders in a diverse and global society
- encourage students to embrace a variety of learning opportunities throughout their life-time

CORE VALUES AND BEHAVIORS

Values	Behaviors
Integrity	<ul style="list-style-type: none"> • Communicate honestly, openly, and consistently • Do as you say; say as you do • Model behaviors that inspire trust in others
Respect	<ul style="list-style-type: none"> • Listen to understand • Honor and appreciate differences • Value all cultures
Achievement	<ul style="list-style-type: none"> • Meet individual goals • Set high standards • Reach beyond limits • Strive toward academic excellence
Commitment	<ul style="list-style-type: none"> • Dedicate ourselves to lifelong learning • Devote ourselves to excellence • Serve through collaboration and teamwork • Challenge ourselves and others to achieve
Creativity	<ul style="list-style-type: none"> • Encourage new visions • Think without boundaries • Celebrate self expression • Dare to build and travel new paths
Inquisitiveness	<ul style="list-style-type: none"> • Dare to ask how and why • Surpass the sum of what you are taught • Stretch beyond what you are told or observe

District Strategic Priorities

Academic Achievement

1. Maximize student success by ensuring standards-based instruction.
2. Integrate English Learners into Novato's educational environment.
3. Provide additional support for incoming and current students.
4. Provide innovative educational opportunities to meet student needs.

Finance

1. Ensure fiscal solvency.
2. Improve compensation for district staff.
3. Establish district and site marketing plans to increase student enrollment.
4. Maximize state revenues.
5. Identify revenue sources for enrichment and enhancement programs.

Organization and Operations

1. Attract and retain a quality, diverse staff.
2. Ensure client/customer service is achieved.
3. Improve support systems for staff, students, and community.
4. Enhance technology support systems.
5. Expand opportunities to serve other districts to benefit NUSD.

Facilities

1. Implement the facilities bond plan.
2. Provide facilities that support program needs.
3. Optimize land and space use.
4. Increase and improve athletic fields and arts facilities.
5. Develop a Hamilton Education Center.

Community and Culture

1. Provide equal opportunities for all students in a safe, respectful learning environment.
2. Promote family and community involvement by expanding communication systems and community outreach.
3. Develop and enhance partnerships with local business.
4. Pursue workforce housing.

NOVATO UNIFIED SCHOOL DISTRICT

SCHOOL YEAR 2008-2009

Pleasant Valley Elementary School Leadership Team

The Leadership Team has approved the Single Plan for Student Achievement. The activities for our Action Plans have been submitted to the Board of Trustees for approval.

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent of Community Member
Terry Gavin Brown	X			
Gina Yates - Chairperson		X		
Deborah Baraban		X		
Cathy Bondanza				X
Danielle Buoncristiani				X
Michael Hadfield				X
Jim Landis				X
Julie Spaan			X	
Vicky Meblin				X
Virginia Saysette		X		
Numbers of members of each category	1	3	1	5

Terry Gavin Brown
Name of School Principal

Signature of School Principal

Date

Gina Yates
Name of School Leadership Team Chairperson

Signature of School Leadership Team Chairperson

Date

Adequate Yearly Progress (AYP)

2008 AYP Report

2008 AYP Report		1. Annual Measurable Objectives					2. Participation Rate	3. API	
Demonstrating Adequate Yearly Progress (AYP)		Language Arts: Met Objective			Mathematics: Met Objective			Met Participation Goal	Met API Goal
		Y			Y			Y	Y
Student Groups	Number of Students Tested	ELA Valid Scores	% meeting objective	Number of Students Tested	Math Valid Scores	% meeting objective	Part. Rate	API	
All Students	237	230	78.7%	237	230	80.4%		0 (+0)	
African American (not of Hispanic Origin)	2	1	0%	2	1	0%		0 (+0)	
American Indian or Alaska Native	0	0	0%	0	0	0%		0 (+0)	
Asian	16	15	80%	16	15	86.7%		0 (+0)	
Filipino	3	2	0%	3	2	0%		0 (+0)	
Hispanic	21	20	55%	21	20	65%		0 (+0)	
Pacific Islander	0	0	0%	0	0	0%		0 (+0)	
White (not of Hispanic origin)	195	192	80.7%	195	192	81.3%		910 (+0)	
Socioeconomically Disadvantaged	18	16	37.5%	18	16	68.8%		0 (+0)	
English Learners	19	19	52.6%	19	19	63.2%		0 (+0)	
Students with Disabilities	36	36	63.9%	36	36	75%			

Academic Performance Index (API)

2006 - 2008 Summary

Subgroup	2008				2007				2006			
	2007 Base	2008 Growth	2007 - 2008 Target	Met Target	2006 Base	2007 Growth	2006 - 2007 Target	Met Target	2005 Base	2006 Growth	2005 - 2006 Target	Met Target
All Students	901		+0	Y	914	0	+0	Y	914	913	+0	Y
African American (not of Hispanic Origin)	0	0	+0		0	0	+0		0	0	+0	
American Indian or Alaska Native	0	0	+0		0	0	+0		0	0	+0	
Asian	0	0	+0		0	0	+0		0	0	+0	
Filipino	0	0	+0		0	0	+0		0	0	+0	
Hispanic or Latino	0	0	+0		0	0	+0		0	0	+0	
Pacific Islander	0	0	+0		0	0	+0		0	0	+0	
White (not of Hispanic origin)	910		+0	Y	922	0	+0	Y	920	924	+0	Y
Socioeconomically Disadvantaged	0	0	+0		0	0	+0		0	0	+0	

Summary Findings for Schoolwide Performance 2008

Questions	Answers
Did the school meet Annual Measurable Objectives schoolwide (AMO) in English Language Arts?	Y
Did the school meet Annual Measurable Objectives schoolwide (AMO) in Mathematics?	Y
Which subgroups, if any, are not meeting AMO in English Language Arts?	(none)
Which subgroups, if any, are not meeting AMO in Mathematics?	(none)

What is the current year AYP schoolwide participation rate?	100.0%
Which subgroup, if any, has a participation rate below 95%?	(none)
How many percentage points is the school below or above the English Language Arts goal?	
How many percentage points is the school below or above the Mathematics goal?	
What is the 2008 growth API?	901
What is the current year API change over the prior year?	+0
Which subgroup(s) did not meet their growth target?	(none)
What is the school's statewide rank?	
What is the school's similar school rank?	
What is the estimated API growth target?	

Literacy Data (CST Language Arts)

Three Year Comparison by Percentage in Language Arts of Students in each Performance Band by Grade Level

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2	3%	2%	2%	7%	3%	3%	13%	15%	13%	37%	39%	47%	40%	41%	35%
3	0%	2%	3%	3%	14%	10%	22%	22%	28%	33%	42%	38%	42%	20%	20%
4	0%	0%	0%	2%	0%	5%	22%	15%	9%	25%	28%	25%	51%	57%	61%
5	1%	0%	0%	3%	3%	0%	23%	27%	15%	30%	28%	50%	43%	42%	35%

CST Language Arts 2008

Questions	Answers
What grade level showed the greatest <u>increase</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>same</u> grade from the previous year?	Grade 5 (+15%)
What grade level showed the greatest <u>increase</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>previous</u> grade from the previous year?	Grade 4 (+24%)
What grade level showed the greatest <u>decrease</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>same</u> grade from the previous year?	Grade 3 (-4%)
What grade level showed the greatest <u>decrease</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>previous</u> grade from the previous year?	Grade 3 (-22%)
What percent of all students are scoring Below Basic?	4.5%
What percent of all students are scoring Far Below Basic?	1.2%
Which, if any, subgroup(s) showed the least increase in the number of students Proficient or Advanced when compared to last year?	Fluent-English Proficient and English Only

CST Mathematics

Three Year Comparison by Percentage in Mathematics of Students in each Performance Band by Grade Level

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2	0%	0%	0%	8%	0%	3%	20%	17%	20%	40%	42%	35%	32%	41%	42%
3	0%	2%	0%	3%	10%	7%	10%	20%	22%	18%	25%	30%	68%	42%	42%
4	0%	0%	0%	2%	2%	0%	14%	7%	18%	29%	25%	33%	56%	67%	49%
5	4%	0%	0%	1%	3%	2%	15%	25%	8%	25%	30%	37%	54%	42%	53%

CST Mathematics Summary 2008

Questions	Answers
What grade level showed the greatest <u>increase</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>same</u> grade from the previous year?	Grade 5 (+18%)
What grade level showed the greatest <u>increase</u> (in the percent of students' proficient and advanced) when compared to the scores for the <u>previous</u> grade from the previous year?	Grade 4 (+15%)
What grade level showed the greatest <u>decrease</u> (in the percent of students' proficient and advanced) when compared to the	Grade 2 (-6%)

scores for the <u>same</u> grade from the previous year?	
What grade level showed the greatest <u>decrease</u> (in the percent of students proficient and advanced) when compared to the scores for the <u>previous</u> grade from the previous year?	Grade 5 (-2%)
What percent of all students are scoring Below Basic?	3.0%
What percent of all students are scoring Far Below Basic?	0.0%
Which, if any, subgroup(s) showed the least increase in the number of students Proficient or Advanced when compared to last year?	Fluent-English Proficient and English Only

CELDT

Annual Assessment Data for all students (2006 - 2008)

	Grade 2			Grade 3			Grade 4			Grade 5		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Advanced	50%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Early Advanced	25%	25%	25%	0%	0%	0%						
Intermediate	25%	25%	25%									
Early Intermediate												
Beginning												
Number Tested	4	4	4	3	3	3	2	2	2	3	3	3
Listening/Speaking	0	0	0	0	0	0	0	0	0	0	0	0
Reading	392.8	392.8	0	0	0	0	0	0	0	0	0	0
Writing	390.3	390.3	0	0	0	0	0	0	533	0	0	0

Summary Findings for CELDT 2008

Questions	Answers
How many students are included in the CELDT data?	15
What percent of all students are at the Beginning level?	7%
By what percent did this number at the Beginning level change (+/-) from the previous year?	+0%
What percent of all students are at the Early Intermediate level?	13%
By what percent did this number at the Early Intermediate level change (+/-) from the previous year?	+0%
What percent of all students are at the Intermediate level?	53%
By what percent did this number at the Intermediate level change (+/-) from the previous year?	+0%
What percent of all students are at the Early Advanced/Advanced level?	27%
By what percent did this number at the Early Advanced/Advanced level change (+/-) from the previous year?	+0%
Which grade level(s) has the most students at the Beginning level?	Grade 2

SUSPENSIONS/EXPULSIONS

Suspensions or Expulsions By Offense/Ed Code	2004-2005		2005-2006		2006-2007		2007-2008	
	Sus.	Exp.	Sus.	Exp.	Sus.	Exp.	Sus.	Exp.
48900 (a.1) Caused/Threatened/Attempted Injury	2				3			
48900 (a.2) Willfully used force or violence	2				1		4	
48900 (b) Possess/Sale/Furnish Dangerous Object								
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.								
48900 (d) Offer/Sale Controlled Substance								
48900 (e) Commit/Attempt Robbery or Extortion								
48900 (f) Cause/Attempt Damage to Property				2	1			
48900 (g) Stolen/Attempted to Steal Property								
48900 (h) Possession of Tobacco								
48900 (i) Obscene Act/Vulgarity								
48900 (j) Possess/Offer/Sale of Drug Paraphernalia								
48900 (k) Disruption/Defied Authority	3		1		2			
48900 (l) Received Stolen Property								
48900 (m) Possess Imitation Firearm								
48900 (n) Sexual Assault/Battery								
48900 (o) Harass/Threaten/Intimidate Witness								
48900 (p) Offer/Arrange/Sale of drug Soma								
48900 (q) Engaged/Attempted Hazing								
48900 (s) Aids or abets in attempted or infliction of physical injury								
48900.2 Committed sexual harassment (grs. 4-12)								
48900.3 Cause/Attempt/Threat/Partic. Hate Violence								
48900.4 Created intimidating or hostile environment								
48900.7 Terrorist Threat								
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense								
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil								
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis								
48915 (a) 4. Robbery or Extortion.								
48915 (a) 5. Assault or Battery on Any School Employee								
48915 (c.1) Sale, possession or furnishing firearm								
48915 (c.2) Brandishing a knife at another person								
48915 (c.3) Selling a controlled substance								
48915 (c.4) Sexual assault or battery								
48915 (c.5) Possession of an explosive)								
Total # of Annual Suspensions or Expulsions	7	0	1	2	7	1	4	0

Top Ten Achievements 2008

1. Maintained an API score above 900 with a score of 901 in 2008.
2. Increased 4th grade writing scores for students scoring 6 or above from 43% in 2007 to 77% in 2008 with 14% of the students scoring an 8.
3. Increased 5th grade Science scores from 74% to 83% of students proficient or advanced on the Science Content Standards.
4. Increase the percentage of fifth grade students scoring in the Advance and Proficient levels by 15% in ELA and 18% in Math on the 2008 STAR tests.
5. Registered and enrolled an additional Kindergarten class for the August 2008 school year.
6. Adopted the Professional Learning Community philosophy. Faculty focused on weekly grade level collaboration, summative and formative assessment, and directive instruction based on data analysis.
7. Designed and created school “Butterfly Garden.” This school/family community effort is located near the entrance of the school. Continued work in school garden adding mulching activities to our garden curriculum.
8. Focused on character building education using Bully-Proof to promote a safe school environment based on self control and positive interactions on the playground and in the classroom.
9. Hosted “Get Ready for School” and “Educamp” summer programs for grades K and First.
10. Initiated a “Leader in Me” program to develop student leadership qualities and enhance student leadership team.

2008 Smart Goal Results

	SMART Goals	Results	Evidence																														
AA #1	<p>Overall API * Goal: Increase API from 913 to 918 as measured by STAR.</p>	<ul style="list-style-type: none"> Goal not met API: 901 	<ul style="list-style-type: none"> 2008 API Results 																														
AA #1	<p>English Language Arts Goal: 75% of grades 2-5 will scores 80% Advanced and Proficient.</p>	<p>The goal was met. Scoring in Advanced and Proficient:</p> <ul style="list-style-type: none"> Grade 2 increased from 80% to 82% Grade 3 decreased from 62% to 58% Grade 4 increased from 85% to 86% Grade 5 increased from 70% to 85% 	<ul style="list-style-type: none"> 2008 CST Content Standards Test. 																														
AA #1	<p>Mathematics Goal: 75% of grades 2-5 will scores 80% Advanced and Proficient.</p>	<p>The goal was not met. Scoring in Advanced and Proficient</p> <ul style="list-style-type: none"> Grade 2 decreased from 83% to 77% Grade 3 increased from 67% to 72% Grade 4 decreased from 92% to 82% Grade 5 increased from 72% to 90% 	<ul style="list-style-type: none"> 2008 CST Content Standards Test. 																														
AA #1	<p>Writing Strategies and Conventions Goal: Pleasant Valley will increase writing conventions and strategies by 5% in each area.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">GRADE</th> <th style="text-align: center;">CONVENTIONS</th> <th style="text-align: center;">STRATEGIES</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">78 % to 83%</td> <td style="text-align: center;">67% to 72%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">75% to 80%</td> <td style="text-align: center;">68% to 73%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">77% to 82%</td> <td style="text-align: center;">76% to 81%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">76% to 81%</td> <td style="text-align: center;">65% to 71%</td> </tr> </tbody> </table>	GRADE	CONVENTIONS	STRATEGIES	2	78 % to 83%	67% to 72%	3	75% to 80%	68% to 73%	4	77% to 82%	76% to 81%	5	76% to 81%	65% to 71%	<p>The goal was not met. 2008 scores did not meet the 5% goal increase as indicated in the 2007 SMART Goals.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">GRADE</th> <th style="text-align: center;">CONVENTIONS</th> <th style="text-align: center;">STRATEGIES</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">83% to 81%</td> <td style="text-align: center;">67% to 64%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">75% to 72%</td> <td style="text-align: center;">68% to 64%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">77% to 76%</td> <td style="text-align: center;">76% to 69%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">76% to 87%</td> <td style="text-align: center;">65% to 71%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Grade 2 decreased by 2% in conventions and decreased by 3% in strategies. Grade 3 increased by 3% in conventions and decreased by 4% in strategies. Grade 4 decreased by 1% in conventions 	GRADE	CONVENTIONS	STRATEGIES	2	83% to 81%	67% to 64%	3	75% to 72%	68% to 64%	4	77% to 76%	76% to 69%	5	76% to 87%	65% to 71%	<ul style="list-style-type: none"> 2008 CST Content Standards Test.
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		<p>and decreased by 7% in strategies.</p> <ul style="list-style-type: none"> Grade 5 increased by 11% in conventions and 6% in strategies. 	
AA #1	<p>Writing Essay Grade 4 & 7 Goal: Increase the percent of students scoring 6 or greater on the state writing test to 43%.</p>	<p>The goal was met.</p> <ul style="list-style-type: none"> 77% of the fourth grade students scored 6 or greater in the state writing test. 	<ul style="list-style-type: none"> 2008 CST Content Standards Test.
AA #2	<p>Subgroup API * 913 – based 2006 score Goal: Increase scores for all subgroups : Subgroup: Caucasian. 901</p>	<ul style="list-style-type: none"> The goal was not met 	<ul style="list-style-type: none"> 2008 API Report
AA #4	<p>Intervention/Differentiation Goal: Provide a consistent intervention program that targets improvement and extensions.</p>	<p>The goal was met</p> <ul style="list-style-type: none"> Designated small group instruction in each grade focused on student intervention and differentiation to target areas of need. 	<ul style="list-style-type: none"> Prescribed grade level lessons for intervention Common Assessments Report Card
Finance #1	<p>Monitor systems to maximize efficiency and cost effectiveness Goal: Monitor Categorical Programs expenditures to ensure fiscal solvency.</p>	<ul style="list-style-type: none"> The goal was met. 	<ul style="list-style-type: none"> Quarterly budget reports.
OO #2	<p>Based on 2007 survey reports, school will offer five enrichment classes after school to students.</p>	<p>The goal was met.</p>	<ul style="list-style-type: none"> After school enrichment classes including chess, Spanish, art, physical education, and music.
OO #4	<p>Develop technology plan</p>	<ul style="list-style-type: none"> Site tech plan was developed and presented to the Board on October 7th 2008. 	<ul style="list-style-type: none"> Technology plan in SPSA appendix.
CC #1	<p>Implement new Board Policy to address bullying</p>	<p>The goal was met.</p> <ul style="list-style-type: none"> Staff was provided training in Bully Proof program and implemented program in classrooms and on play yard. 	<ul style="list-style-type: none"> Staff minutes Bully proof activities and forms. Suspension Reports Bullying Complaints -0-

Conclusions from Data Analysis

Evidence of academic findings as a result of data analysis

1. Demographic Information:

Changing Trends:

- Enrollment:

2005-2006	2006-2007	2007-2008	2008-2009
370	372	380	384

- % of Students Enrolled in Special Ed. – RSP

2005-2006	2006-2007	2007-2008	2008-2009
6%	7%	6%	6%

- % of English Language Learners

	English Only	EL	IFEP & RFEP	Reclassified
2006-2007	89.4%	4.5%	6.1%	8/47.1%
2006-2007	92.1%	3.4%	4.5%	5/29.4%
2007-2008	93.5%	3.5%	3%	5/20 3%

Achievement of Subgroups:

- The percentage of English language learners scoring Advanced and Proficient in Language Arts:

	2005-2006	2006-2007	2007-2008
Grade Two	25%	50%	50%
Grade Three	0%	0%	0%
Grade Four	0%	0%	50%
Grade Five	0%	0%	50%

-

The percentage of English language learners scoring Advanced and Proficient in Math:

	2005-2006	2006-2007	2007-2008
Grade Two	25%	25%	33%
Grade Three	0%	0%	50%
Grade Four	0%	0%	75%
Grade Five	0%	0%	100%

2. Findings from Student Performance:

English Language Arts:

- Percentages of students scoring in the advanced and proficient ranges increased in grades 2nd, 4th and 5th.

Grade 2	+ 2%
Grade 3	- 4%
Grade 4	+ 1 %
Grade 5	+ 15%

	Proficient		Advanced	
	2007	2008	2007	2008
2	39%	47%	41%	35%
3	42%	38%	20%	20%
4	28%	25%	57%	61%
5	28%	50%	42%	35%

- Fewer students scored in the below basic and far below basic ranges in grades 3rd, 4th, and 5th. Grade 2 increased 3% in students scoring below basic and far below basic.

Grade 2	+3%
Grade 3	-5%
Grade 4	-2%
Grade 5	-1%

	Far BB		Below Basic		Basic	
	2007	2008	2007	2008	2007	2008
2	2%	2%	3%	3%	15%	13%
3	2%	3%	14%	10%	22%	28%
4	0%	0%	0%	5%	15%	9%
5	0%	0%	3%	0%	27%	15%

Action Steps to Address Findings

- Analyze formative assessment data.
- Align and map curriculum and instruction to focus on key Language Arts standards.
- Leveled instruction and flexible groups.
- Collaborate as a grade level team to plan to develop a pyramid intervention.

Writing (4th Grade):

- The percentage of students scoring 6 or above on the fourth grade writing test was 77%.

14% scored - 8	63% scored - 6	23% scored - 4 or below
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There was an increase from 43% to 77% of fourth grade students scoring 6 or above from 2007 to 2008.

Action Steps to Address Findings

- Analyze formative assessment data.
- Align and map curriculum and instruction to focus on key writing application standards.
- Leveled instruction and flexible groups.
- Collaborate as a grade level team to plan to develop a pyramid intervention.

Mathematics:

- Percentages of students scoring in the advanced and proficient ranges increased in grades 3 and 5.

Grade 2	- 6%
Grade 3	+5%
Grade 4	-10 %
Grade 5	+ 18%

	Proficient		Advanced	
	2007	2008	2007	2008
2	42%	35%	41%	42%
3	25%	30%	42%	42%
4	25%	33%	67%	49%
5	30%	37%	42%	53%

- Fewer students scored in the below basic and far below basic ranges in grades 3rd and 5th. There are no students scoring below basic or far below basic in grade 5.

Grade 2	+6
Grade 3	-3 %
Grade 4	+9
Grade 5	-18%

Far BB		Below Basic		Basic	
2007	2008	2007	2008	2007	2008
0%	0%	0%	3%	17%	20%
2%	0%	10%	7%	20%	22%
0%	0%	2%	0%	7%	18%
0%	0%	3%	2%	25%	8%

Action Steps to Address Findings

- Analyze formative assessment data.
- Align and map curriculum and instruction to focus on key math standards.
- Leveled instruction and flexible groups.
- Collaborate as a grade level team to plan to develop a pyramid intervention.

Science (5th Grade):

- Percentage of students scoring proficient or advanced is 83%.
- 2% of students scored below basic.
- Students scored highest in Physical Science and lowest in Life Science sections of Science CST.

Physical Science	87%
Life Science	72%

3. Summary of Staff Development Areas of Focus

- Professional Learning Community training – focus on assessment; formative and summative.
- Foss science district and staff trainings. Training in how to implement new science adoption.
- Technology training for use and integration of technology for classroom instruction.
- Jeff King “Turn Around Schools – Six exceptional Systems.” Promoting a climate of success for schools.

4. Recommendations from 2008 Parent Survey

- Offer world language opportunities by having after school classes in foreign languages.
- Improve utilization of Friday Folders in order to strengthen communication.
- Improve connections between school communication and district news.
- Improve school behavior in the cafeteria during lunch.

PLEASANT VALLEY

Action Plans

For

Targeted Planned Improvements

2009

Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 1 Maximize student success by ensuring standards-based instruction.	
Objective:	1a To align Board Policy with practice
	1b To prepare students for a variety of post secondary opportunities
	1c. To align classroom instruction with standards based program
	1d To evaluate standards based instruction through a variety of measures
	1e To use technology as an educational tool
	1f To provide information for data driven decisions

Current Reality: Pleasant Valley decreased in its API from 913 in 2006 to 901 in 2008. There was no API score in 2007.

<p>School SMART Goal:(Strategic/specific, Measurable, Attainable, Results-Oriented, Time bound)</p> <ul style="list-style-type: none"> • Increase API from 901 to 907 by STAR testing. • By 2/2009, Pleasant Valley will maintain or increase its similar school rank from 9 to 10 as measured by STAR. 	<p>Timeline: June 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<ul style="list-style-type: none"> • Reduce the number of students scoring below proficient by conducting common assessments (min. 3 xs per year) and analyze data to modify instruction for students in the Basic, BB and FBB levels. (obj. 1) • Engage PLC site teams and Data Director to analyze data, engage in collective inquiry, and monitor results to improve instructional delivery. (Obj. 1d, 1f) • Collaborate with para-educators to devel- 	<p>2009 API Results 2009 Similar School Ranking Results</p> <p>Written analysis by Team for Student Success of student progress highlighted in minutes of meetings reflecting instructional decisions/strategic plans for addressing gaps in student learning.</p> <p>Student assessment data will be updated to Data Director providing opportunity to monitor student progress. Data assessment will direct modifications in lesson instruction.</p>	<p>Teachers/Principal Para-educators</p>	<p>Title II SLIGB EIA</p>

<p>op academic support plans to meet individual student needs based on data analysis.</p> <ul style="list-style-type: none"> • Ensure protected time for core instruction and small group instruction. (Obj. 1 c,1d) • Articulate among and across grade levels to support and improve communication between grades about student achievement (Obj. 1f) • Implement test taking strategies by helping students connect what they already know to questions posed in various test question formats to maximize student achievement. (Obj. 1c. 1d) 			
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Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 1 Maximize student success by ensuring standards-based instruction.	
Objective:	1a To align Board Policy with practice
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	1d To evaluate standards based instruction through a variety of measures
	1e To use technology as an educational tool
	1f To provide information for data driven decisions

Current Reality: Teachers will develop academic support plans to meet individual student needs in English Language Arts based on data analysis. 75% of grades 2-5 scored 80% Advanced and Proficient on STAR English Language Arts.

<p>School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Time bound)</p> <ul style="list-style-type: none"> • Increase Grade 3 English Language Arts to 80% Advanced and Proficient • Increase Language Arts percentage scores in Grade 2, 4, and 5. <p>1. Grade 2 – 82% to 85% 2. Grade 4 – 86% to 90% 3. Grade 5 - 85% to 90%</p>	<p>Timeline: June 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<ul style="list-style-type: none"> • Monitor students’ reading fluency using Dibels assessment in Grades 1 -5. (Obj. 1d) • Develop and implement common formative assessments aligned with standards-based instruction. (Obj. 1d) • Align the English Language Arts curriculum by developing curriculum maps/pacing guides for grades K - 5. (Obj.1c) 	<ul style="list-style-type: none"> • Instruction for improvement and progress will be determined based on the results of common assessments. • Student progress will be monitored using multiple measures identified on the curriculum maps/pacing guides. • Students will receive instruction using coordinated common instructional materials aligned to ELA state standards. 	Teachers/principal	Title II

<ul style="list-style-type: none"> Designate grade leveled small group instruction with para-educators to focus on student intervention and differentiation. (Obj. c) 			
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Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 1 Maximize student success by ensuring standards-based instruction.	
Objective:	1a To align Board Policy with practice
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	1c. To align classroom instruction with standards based program
	1d To evaluate standards based instruction through a variety of measures
	1e To use technology as an educational tool
	1f To provide information for data driven decisions

<p>Current Reality: Math – (Include reality based on progress from last year’s test scores and/or Goal Setting Conference) 2008 STAR scores for Mathematics indicate the following percentage of students scoring Advanced and Proficient</p> <ul style="list-style-type: none"> Grade 2 decreased from 83% to 77% Grade 3 increased from 67% to 72% Grade 4 decreased from 92% to 82% Grade 5 increased from 72% to 90%
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<p>School SMART Goal:(Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)</p> <ul style="list-style-type: none"> 75% of grades 2-5 will score 80% Advanced and Proficient on STAR Math. 	<p>Timeline: June 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<ul style="list-style-type: none"> Analyze STAR tests, common assessments, and other data to inform instructional practice (obj. f). 	Student progress and targeted areas for improvement will be determined based on common assessment re-	Staff	SLIGB

<ul style="list-style-type: none"> • Develop implement and analyze common formative assessments to align with standards-based instruction (obj. 1d) • Implement new math adoption using curriculum pacing guides grades – K-5 obj. 1c) • Develop /review three yearly common assessments in math to be implemented in every grade level to review areas of growth and need. (Obj. 1d). • Encourage student Study Island math participation using home computers. (Obj.1e). • Reference CST math release test questions to familiarize students with STAR test math question format and develop test taking strategies (Obj. 1c). 	<p>sults.</p> <p>Student progress will be monitored using multiple measures is identified on the curriculum maps.</p> <p>Principal will observe classrooms informally on a weekly basis.</p> <p>Teachers and Principal will review Study Island reports to determine progress towards mastering standards.</p>	<p>Principal/staff</p> <p>Principal</p> <p>Principal/staff</p>	
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Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 1 Maximize student success by ensuring standards-based instruction.	
Objective:	1a To align Board Policy with practice
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	1c. To align classroom instruction with standards based program
	1d To evaluate standards based instruction through a variety of measures
	1e To use technology as an educational tool
	1f To provide information for data driven decisions

<p>Current Reality: Writing</p> <ul style="list-style-type: none"> • The percentage of fourth grade Pleasant Valley students scoring 6 or above on the fourth grade writing test was 77%. There was an increase from 43% to 77% of fourth grade students scoring 6 or above from 2007 to 2008. • Grades 2 and 5th scored above 80% in writing conventions; grades 3rd and 4th scored below 80% in writing conventions. • Grades 2nd, 3rd, 4th, and 5th scored below 80% in writing strategies.

<p>School SMART Goal:(Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)</p> <ul style="list-style-type: none"> • Increase to 80% the number of students scoring 6 or more on the fourth grade writing test. • Pleasant Valley will increase writing conventions and strategies to 80% Advanced and Proficient or maintain if above 80%. 	<p>Timeline:</p> <p>August Of 2009</p>
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Action Steps to address goal	Data to be collected to provide	Team	Funding
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	Evidence of academic gains	Responsibility	Source
<ul style="list-style-type: none"> • Analyze STAR data identifying areas of writing need and growth to inform instructional practice. (Obj. 1e; 1f) • Provide opportunities for writing in all content areas. (obj.1b; 1c) • Emphasize writing through Open Court and Six Trait Writing Program. (obj. 1c; 1d) • Teacher attendance at STAR 4 Professional Thursday with Kath McDougal. (Obj.1c). • Administer three yearly grade leveled common formative assessments focused on writing. (Obj. 1d). • Collaborate to score student writing consistently with and across grade levels. Develop grade level common rubrics. (Obj. 1d, 1f) 	<p>Student progress and targeted areas for improvement will be determined based on common assessments and STAR results.</p> <p>Benchmark assessments and writing assessment will be analyzed for writing progress in conventions and strategies.</p>	Teacher/Principal	Title II/SLIGB

Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 2 Integrate English Learner’s into Novato’s educational environment.	
Objective:	2a To provide educational programs to maximize learning for EL students
	2b To support EL parent involvement and education
	2c To provide translations to maximize communications

Current Reality: 19 students have been identified as English Language Learners. CST 2008 scores noted growth in proficiency and advanced scored in math and Language Arts.			
	Grade	LA scores 2007 to 2008	Math scores 2007 to 2008
	Grade 2	50% /50%	25% to 33%
	Grade 3	0/0	0 to 50%
	Grade 4	0 to 50%	0 to 75%
	Grade 5	0 to 50%	0 to 100%

<p>School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Time bound.</p> <ul style="list-style-type: none"> 75% of Ell students in grades 2-5 will score proficient or higher in STAR Language Arts. 75% of ELL students in grade 2-5 will score proficient or higher in STAR math. 	<p>Timeline:</p> <p>August 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<ul style="list-style-type: none"> Ensure we meet API/AYP in all subgroups by establishing tiered interventions that address the needs of students scoring below proficient (obj. 2a) 	<p>District Benchmarks will demonstrate level of student understand on a periodic basis.</p> <p>Common formative assessments designed by grade level teams.</p>	Teachers/Principal	EI ELAP

<ul style="list-style-type: none"> • Enhance technology support through use of Rosetta Stone (Obj. 2a). • Support translator when necessary for parent chat with teacher and/or principal. (Obj. 2b). • Arrange training and encourage participation on Study Island program. (Obj. 2a). 	<p>Analyze CST data to discern areas of need and growth.</p> <p>Review Study Island report to identify areas of progress and need.</p>		
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Action Plan

ACADEMIC ACHIEVEMENT

Specific Goal: 4 Provide innovative educational opportunities to meet student needs.	
Objective:	4a To provide options for high school models
	4b To provide specialized educational structures
	4c To increase instructional minutes through a variety of models (K, 3rd, MS/HS)
	4d To pursue options for K-8 structure of educational delivery
	4e To ensure students have access to online, digital and multimedia technology

Current Reality:

The current practice for providing intervention does not follow a comprehensive consistent plan for targeting sustained student success.

School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)

- Provide a consistent intervention program that targets improvement for students not meeting grade level standards and for students exceeding grade level standards.

Timeline:

December 2009

Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<p>Administer grades 1-5 school wide adopted Dibels assessment to measure base line reading fluency and (repeat weekly per student need) to measure progress to grade level benchmark. (Obj. 4b)</p> <p>Maximize use of PLC time by focusing on student progress towards mastering standards. (Obj. 4d)</p> <p>Identify students needing intervention through analysis of common assessments on</p>	<p>Ongoing analysis of STAR data, benchmarks and formative assessments will determine student progress through intervention support.</p> <p>Review and analysis of common assessments.</p>	Teachers/Principal/para-educators	SLIGB Title II PTA

<p>specific standards and identify students needing extensions and enrichment. (Obj. 4b).</p> <p>Target specific learning skills delivered at a pace that addresses explicit areas of need. (Obj. 4d).</p> <p>Utilize flexible small group instruction. (Obj. 4b).</p> <p>Develop an “early start” summer intervention program for students at risk of not meeting grade level standards (Obj. 4c)</p> <p>Provide program(s) and services for students in grades 4th and 5th who are identified as gifted and talented, and target differentiated instruction and services for potentially gifted students in grades K-3 (Obj. 4b)</p> <p>Promote participation in Study Island for at home intervention. (Obj. 4e).</p>			
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Action Plan

FINANCE

Specific Goal: 1 Ensure fiscal solvency.
Objective: 1a To monitor revenues and expenditures to maximize fiscal support for programs and personnel
1b To reduce expenditures through standardized district wide technology

Current Reality:
The State fiscal crisis is causing NUSD to conserve all funds in categorical budgets and freeze non essential expenditures.

<p>School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)</p> <ul style="list-style-type: none"> Monitor State and Federal categorical budgets to support programs and maintain solvency. 	<p>Timeline: June 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<p>Monitor purchase orders, Applications to Attend, and Expense Claims for compliance (Obj. 1a)</p> <p>Review allowable categorical expenditures and monitor these expenditures and all carryovers (Obj. 1a,1b)</p> <p>Submit quarterly budget reports to the Superintendent (Obj. 1a)</p> <p>Support Parcel Tax efforts (Obj. 1a).</p> <p>Monitor student attendance. Publish reminders in school newsletter. (Obj. 1a)</p>	<p>Quarterly Budget Reports</p> <p>Student Attendance Reports</p> <p>Student programs are appropriately funded and monitored monthly as evidenced by quarterly budget reports, purchase orders and expense claims.</p>	<p>Site Leadership Team Principal Office manager</p>	<p>Title 11 Title IV Title V SLIBG EIA ELA TUPE Block Grants Donations</p>

Action Plan

ORGANIZATION AND OPERATIONS

Specific Goal: 2 Ensure client/customer service is achieved.

Objective: 2a To implement an annual survey to collect data on customer service

2b To provide friendly, timely, and supportive responses to customers and clients

Current Reality:

- 2008 Parent survey indicates lowest satisfaction scores in parent survey involved communication including Friday Folders (77%) , phone calls home (66%), web site (66%) and need for more effective written communication between home and school (74%).
- 2008 Parent survey comments indicate desire for continued work with student behavior in and outside of classroom.

School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Time bound)
2009 Parent survey will indicate that 85% of PV parents are satisfied with communication between school and home.

**Timeline:
December 2009**

Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<p>Implement an e-mail on line parent newsletter in November 2008 to effectively communicate with parent community. (Obj. 2b).</p> <p>Monitor Friday Folders to ensure district approved flyers and important announcements are Received by parents in a timely manner. (Obj. 2b).</p> <p>Utilize District “Aires” student information system to record student misbehaviors and notify parents of student infraction. (Obj. 2b).</p> <p>Contact parent by phone when student seen in</p>	<p>Parent surveys</p> <p>Parent meetings and communication.</p>	<p>PTA/Principal/Office Manager.</p> <p>.</p>	<p>PTA</p>

<p>office for misbehavior. (Obj. 2b).</p> <p>Provide assemblies and activities to promote good behavior in and out of the classroom.</p> <p>Provide family events to bridge family/school bond including family picnic, Over the River Day and Gala Event.</p> <p>Implement plan to update classroom computers and teacher workstations.</p> <p>Computer /LCD workstation for multiuse room.</p> <p>Develop plan for Distributing 2009 Parent Survey with a goal of a 40% return of surveys. (obj. 2a).</p>			
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2009 Marketing Plan

School Events: Dates	ELAC Meetings: Dates & Times	
Back to School – Wednesday, August 27, 2008	September 15, 2008	February 23, 2009
Open House – Thursday, April 2, 2009	December 15, 2008	May 4, 2009
School Tours 10-09; 10-23; 11-06; 12-06; 1-15; 1-29; 2-12; 3-12; 3-26; 4-09; 5-14.		

Community and Education Events: Dates	School Public Relations Activities PTA Public Relations Contact:
Welcome Back Family Picnic – Thursday September 25, 2008	Study Island – Technology Night for Families January 21, 2009
Giving Day – Thursday, November 13, 2008	Technology Training for PV Teachers – January 23, 2009
Holiday Hope – Thursday, December 17, 2008	March 17 th – Student Council St. Patrick’s Day Fun
Holiday Around the World – December 10, 2008	May 9 – Gala Event
	May 20 – Variety Show

SLT Meetings: Dates & Times	Recruitment Events		
	Topic	Date	Location
September 8 March 3	Parent Tours	Throughout year	School campus
October 6 April 6			
November 3 May 4			
December 1			
January 6			
February 6			

PTA Meetings: Dates & Times	Customer Service Assurances
September 15, 2008 April 20, 2009	Website:
October 20, 2008 May 18, 2009	School to Home Communication;
December 15, 2008 June 1, 2009	
January 19, 2009	
February 23, 2009	
March 23, 2009	

Action Plan

ORGANIZATION AND OPERATIONS

Specific Goal: 4 Enhance technology support systems.	
Objective:	4a To implement the use of technology as an educational and operational tool
	4b To define equipment support standards and processes
	4c To develop and deliver comprehensive professional development programs
	4d To develop automated systems to enhance technology support
	4e To restructure the tech support services per FCMAT recommendations

Current Reality:
Technology Plan was approved in October 2008. The computer lab has been upgraded to include 33 Dell computers plus one LCD projector used for teacher instruction.

School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound) Provide consistent instruction in grade level technology standards for grades K-5.	Timeline: June 2009
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
Implement technology goals for 2008-09. (Obj. 4a) Implement student proficiency guidelines using the Technology Performance Assessment Checklist (Obj. 4a) Provide access to and training for Study Island K – 5 th grades. (Obj. 4a,c)	Student will meet proficiency targets by Grade 2 and Grade 5 Study Island reports. Completed proficiency assessments – Grades 2-5.	Teachers/Principal	PTA

Action Plan

COMMUNITY AND CULTURE

Specific Goal: 1 Provide equal opportunities for all students in a safe, respectful learning environment.
Objective: 1a To develop culture understanding and global view
1b To develop systemic protocols for respectful interaction among students, staff, parents, and community

Current Reality: Although bullying prevention curriculum has been in place, there is no comprehensive, systemic approach to bullying prevention, education, and intervention.

School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)	Timeline:
By September 2009, Pleasant Valley Elementary will utilize the bullying incident reporting procedures, and complete the requirements prescribed in the administrative regulations of Board Policy 5131.2.	September 2009

Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
Use “Character Counts” philosophy throughout grade levels. (Obj. 1a).	Aires student information system - discipline reports.	Principal/Office Manager/Staff/PTA	PTA/Donations
Designate positive character traits for each month and implement school assemblies using theme. (Obj. 1a)	Analysis of the California Healthy kids Survey (CHKS) given every other year.		
Invite Guest speakers to address fourth and fifth grade students and encourage positive behavior – Michael Pritchard – motivational speaker – Police Liaison.	Parent survey		
Schedule focused monthly assemblies to promote good behavior Manners’ Month & Contest – September Recycle Month & Assembly – October	Bullying complaint forms.		

Giving Day Assembly – November Holiday Hope – December Inauguration Day Assembly – January St. Patrick’s Day Fun – March Volunteer Day – April Earth Day – April			
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Action Plan

COMMUNITY AND CULTURE

Specific Goal: 2 Promote family and community involvement by expanding communication systems and community outreach.	
Objective:	2a To create opportunities for family and community involvement
	2b To recognize family and community contributions
	2c To increase opportunities for Adult Education
	2d To provide service learning opportunities for the community
	2e To expand electronic communication systems

Current Reality: Pleasant Valley supports family and community outreach programs by promoting programs and activities that build home to school connections in areas of academics, wellness, nutrition, physical education and environment.

<p>School SMART Goal: (Strategic/specific, Measurable, Attainable, Results-Oriented, Timebound)</p> <ul style="list-style-type: none"> Parent education and trainings will be offered throughout the school year to promote communication systems and community outreach. 	<p>Timeline: December 2009</p>
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Action Steps to address goal	Data to be collected to provide Evidence of academic gains	Team Responsibility	Funding Source
<p>Communicate to parents, teachers, student and staff about the NUSD Wellness Policy. (Obj. 2a)</p> <p>Include topic of wellness on the agenda of Leadership Team Meetings (Obj. 2a; AA 1f)</p> <p>Continue integrating school garden grade level program with core curriculum. (Obj. 2a).</p> <p>Expand garden to include additional section of school campus for compost and mulching. (Obj2d).</p>	<p>Parent information provided through Pleasant Valley News.</p> <p>Site Leadership agenda and committee meeting Reflect dates of parents' trainings.</p> <p>Schedule for daily required grade level Phys. Ed. Instructional minutes.</p>	Principal/office manager/PTA	n/a

<p>Implement Study Island training. (Obj. 2e).</p> <p>Implement Volunteer training and guidelines at the beginning of each school year. (Obj.2a).</p> <p>Provide parents opportunities to sit on school and district committees and to assist in school programs. (Obj. 2a).</p>			
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Summary of Staff Development Areas of Focus

Overall Primary Focus Area(s) For the Year 2008-2009: Professional Learning Communities (P.L.C.)

Targeted Area of Focus: Overall API

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. All teaching staff attend district wide staff development for Turn Around Schools- Six Exceptional Systems	Action Plan AA (Obj. 1c;1d;2a;4c)
2. All staff attend countywide staff development for Common Assessments - Focus on Results	Action Plan AA (Obj. 1c; 1d; 2a; 4c)
3. February 13, 2009 In-service Training: <ul style="list-style-type: none"> • Focus on Grade Level Common assessments. • Focus on Foss Grade Level Science Units. – (see next page) 	Action Plan AA (Obj. 1a, 1c, 1d, 1f)

Targeted Area of Focus: English Language Arts/Math/Writing

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Grade level collaboration and articulation and focus on essential standards.	Academic Achievement Goals 1 & 2.
2. Common assessments: formative and summative	Academic Achievement Goals 1 & 2.
3. Targeted instruction in writing using an integrated Six Traits, "Step-up to Writing" model to better meet the needs of students.	Academic Achievement Goals 1 & 4.

Targeted Area of Focus: Science/History Social Science

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Foss Science Training with BaySci Project Lawrence Hall-Exploratorium.	Action Plan Objective (obj.1c; 1d; 2a; 4c).
2. Foss Science grade level specific training in Inquiry/Literacy/Classroom Strategies/Materials Management	Action Plan Objective (Obj. 1c; 1d; 2a; 4c district focus)
3. Teaching American History – 5 th grade	Action Plan Objective Obj. (1c; 1d; 2a;4c)

Targeted Area of Focus: Improve API for subgroups

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
4. Grade level collaboration and articulation to clarify essentials outcomes for all students, analyze data and offer suggestions for improving results.	Academic Achievement Goals 1 & 2.
5. Study Island and Accelerated Reader programs to provide additional instruction for improving results.	Action Plan AA (Obj. 1c; 1d; 1e; 1f; 2a; 4c)
6. Dibels Assessment Training	Action Plan AA (Obj. 1c;1d;1e;1f;2a;4c)

Targeted Area of Focus: Bullying prevention

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Character Building - staff and classified training	Community and Culture (1a; 1b) Parent Survey
2. Monitor Student discipline	Community and Culture (1a; 1b)
3. Assemblies and programs that promote good behavior	Community and Culture (1a; 1b)

**Single Plan for Student Achievement: Site Budget Allocations
2008-2009**

	Resource Titles	Title I N/A	Title II	SLIBG	SDBG N/A	EIA SCE N/A	EIA LEP	EIA THBG	Title IV	Title V N/A	TUPE	SLS	ELAP	Art & Music Grant	Art Music PE Grant	A+ Tax	EISS	\$\$\$
		3010	4035	7395	7396	7090	7091	7394	3710	4110	6660	9401	6286	6760	6761	9050	7130	
	Allocations		3,295.	38,100.			0		292.		371.		384.	3,546.	0			
	Carryover		1,883.	749.			17,845.		739.		66.		726.	5,225.	28,227.			
Goals	Title & Object																	
	1000:																	
AA	1150		5,178.															
OO														2,000.	2,000.			
CC																		
	2000:																	
	2110			38,849.			17,845.							2,000.	2,000.			
	4300																	
	3000:																	
	4000:																	
	4300												1,110.	4,771.	14,000.			
	5000:																	
	5849								1,031.		437.							10,227.
	6000:																	
Total: Expendi- tures		n/a	5,178.	38,849.	n/a	n/a	17,845.	n/a	1,031.	n/a	437.	n/a	1110.	8,771.	28,227.			102,191.
Total: Non Budgeted																		

GOALS: AA= Academic Achievement
OO= Organization Operation
CC =Community and Culture

OBJECT CODES: 1000 Certificated Personnel Salaries
2000 Classified Personnel Salaries
3000 Employee Benefits

4000 Books and Supplies/ Instructional Materials
5000 Services and Other Operating Expenses
6000 Capital Outlay

Summary of Centralized Services
Description of Services

	Title II, Title III, Title IV, Title V	Title I	EIA – SCE EIA-LEP EIA-TIIBG
Schools Served	Hamilton, Loma Verde, Lu Sutton, Lynwood, Olive, Pleasant Valley, Rancho, San Ramon, Hill, San Jose, Sinaloa, Marin Oaks, Novato High San Marin	Hamilton, Loma Verde, Lu Sutton, Lynwood, Olive, Hill, San Jose, Marin Oaks	Hamilton, Loma Verde, Lu Sutton, Lynwood, Olive, Pleasant Valley, Rancho, San Ramon, Hill, San Jose, Sinaloa, Marin Oaks, Novato High, San Marin
Administration	<ul style="list-style-type: none"> • Monitor schools for ongoing compliance • Develop and monitor budgets • Allocate funds • Work with district committees to provide assistance and coordination to school sites • Participate on county and state committees to support and coordinate school programs • Implement District Board Goals 	<ul style="list-style-type: none"> • Coordinate the delivery of services to students • Implement Board Goals and guidelines for program compliance as mandated by <i>No Child Left Behind</i> 	<ul style="list-style-type: none"> • Coordinate delivery of services to students • Implement and monitor the ELL Master Plan • Support the implementation of effective ELL (English Language Learner) programs • Coordinate administration of California English Language Development Test (CELDT), California Standards Test-SP (STS), Idea Proficiency Test (IPT) and California Standards Test (CST), and California Modified Assessments (CMA)
Planning/Evaluation	<ul style="list-style-type: none"> • Develop instruments, forms, and needs assessment surveys • Process and interpret surveys and test results including analysis of standardized testing/content standards • Review Single Plans for compliance, quality and effectiveness of program • Conduct program evaluation at the district/school level for effectiveness • Develop Consolidated Applications for categorical funding 	<ul style="list-style-type: none"> • Provide support for development and review of single plans • Prepare reports • Provide Title I eligibility list and review/revise criteria as needed • Conduct periodic review of programs to ensure comparability, quality and effectiveness 	<ul style="list-style-type: none"> • Review and revise single plans and district plans • Conduct evaluation of programs at the district and school level for effectiveness • Prepare individual student profiles and required state reporting procedures • Conduct on-site visitations to review programs and facilitate personnel assignment

	<ul style="list-style-type: none"> • Complete annual reports 		
Implementation	<ul style="list-style-type: none"> • Process all funded personnel • Monitor and revise all school budgets, single plans, and time use of multi funded personnel • Provide on-site assistance to schools on implementation of planned 46pporties • Facilitate committee process/ decisions related to annual program proposal • Process all proposals 	<ul style="list-style-type: none"> • Assist schools in the identification of program participants • Monitor of students attendance and progress in extended day programs (elementary and middle schools) 	<ul style="list-style-type: none"> • Coordinate the delivery of support services for Second Language Learners • Provide sources for translation as necessary of all required information • Seek and coordinate additional funds for extended day 46pportunities • Monitor equal access to content standards for English learners
Staff Development	<ul style="list-style-type: none"> • Coordinate the processing of all travel/conference/materials requests • Provide training to SLT members on roles and responsibilities • Provide training in CPM and WASC processes and plan development and/or improvements • Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials 	<ul style="list-style-type: none"> • Coordinate staff development activities based on district/site needs assessment • Provide staff training to ensure that teachers and paraprofessionals are <i>No Child Left Behind</i> compliant 	<ul style="list-style-type: none"> • Coordinate staff development days • Provide staff training as needed • Provide curriculum and technical support for certificated and classified personnel
Parent Involvement	<ul style="list-style-type: none"> • Provide parent education training • Provide assistance to sites including parent involvement activities within their single plans and implementation of district parent involvement policy • Prepare District Parent surveys, including coordination and reporting 	<ul style="list-style-type: none"> • Monitor parent compact and parent involvement policies at individual sites 	<ul style="list-style-type: none"> • Facilitate parent participation in local and statewide conferences • Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source
PROGRAM SUPPORT	N/A	Title I
PROGRAM SUPPORT	\$1,428.	TITLE II
PROGRAM SUPPORT	\$27.	TITLE IV
PROGRAM SUPPORT	\$70.	TITLE V
PROGRAM SUPPORT	\$69.	TUPE
PROGRAM SUPPORT	\$935.	EIA
PROGRAM SUPPORT	\$828.	TIIBG-LEP
PROGRAM SUPPORT	\$6,077.	SLIBG

Appendix

Include if appropriate

- Technology Plan
- School Linked Services
- Site Homework Policy
- School Brochure