



**Strategic Plan Update
Local Educational Agency Plan (LEAP) Addendum
“Measuring What Matters” Addendum
December 2010**

Mission

We do what it takes to build pathways to success for every student.

Vision

All Students will be both College and Career Ready upon graduation from Sonoma Valley High School.

Therefore, all students:

- will be ready to enroll in college prep courses upon entering 9th grade
- will be proficient in English or Redesignated English Fluent upon entering 6th grade
- will be reading at Grade Level by the end of 3rd grade
- will have either pre-school experience or participated in Jump Start Kindergarten prior to the start of Kindergarten.

Overarching Goals

In Sonoma Valley Unified School District we are building a District of excellence and equity in which:

Student Achievement

- Students acquire the intellectual, social, emotional and physical strengths that enable them to engage positively in their educational experiences.
- Students are responsible, contributing members of our community and wise stewards of their natural environment.

Stakeholder Involvement and Satisfaction

- All members of the school community demonstrate understanding, respect and compassion for each other.
- Students from all ethnic and socio-economic groups have access to and successfully participate in rigorous academic programs.
- Programs offered are varied and appeal to a wide range of students, providing multiple, relevant pathways to student success.
- Our environment encourages and welcomes the participation of our parents and community in the education of our students and key decision-making processes.
- Systems are in place to ensure accountability and responsiveness to changing needs, demographics, and interests of students, staff, parents and community.
- The diversity of our community is reflected in the composition of staff and the participation of students, parents, and community in all programs.

Staff Learning and Growing

- Personnel engage in continuous improvement of their work.
- Technology is used to support teaching, learning and the development of effective information systems.

Financial Performance

- Develop and maintain a balanced budget that optimizes the cost efficiency of its current resource allocation while actively researching and pursuing strategies to increase revenue sources.

Core Values

Rigor and Access in Curriculum and Instruction

We develop a comprehensive, coherent, rigorous curriculum accessible to all students. Our instructional practices engage all students in their learning and represent the best practices of our profession. We challenge all students to give their best intellectually and ethically.

Respect and Recognition

We demonstrate genuine care and concern for each student. We value mutual respect, consideration and acceptance among all members of our community. There is a commitment to increase student engagement in their learning. Active efforts occur that encourage students to have a voice in their education.

Reflective Learning Community

We work in high performing, collaborative teams that are open to problem solving and remain focused on student achievement. There is a commitment to continuous, effective professional development. We support and encourage teacher leadership. All staff are accountable for student success. Best practice research is accessible and used to guide improvement efforts.

Relevant Environments for Learning

We provide an emotionally and physically safe learning environment that is relevant and accessible to today's students. We recognize that meaningful learning requires student engagement as well as supportive relationships among peers and with adults.

Relationships Connecting Us with Our Extended Community

We recognize and value the importance of collaborative relationships with our extended community of families, residents, public agencies, and community organizations. Engaging everyone is essential to our students' success.

1.0 Student Achievement

A. Provide rigorous curriculum and set high expectations and goals for students.

1. Continue to implement new math curriculum K-algebra with appropriate teacher training.
2. Select and implement new K-8 English language arts and English Language Development curriculum.
3. Align LEA plan with Strategic Plan Update so that all students are provided the support necessary for success.
4. Continue to evaluate courses at Sonoma Valley High School (SVHS) and align these courses with A-G requirements.
5. Improve the articulation of course work both within a grade level, across grade levels and between grade levels (5-6, 8-9, etc...) throughout the district.
6. Review criteria which are used to allow students to access AP and Honors classes at SVHS so the population of students in AP and Honors classes mirrors that of the general population of students at the school.
7. Pursue WASC Accreditation for Creekside High School.
8. Continue the use of Cycle of Inquiry Meeting to review student achievement data and develop instructional plans based on outcomes of those meetings.
9. Develop quarterly formative assessments for all subjects which are shared by grade level or subject area.

B. Move towards all students being both College and Career Ready upon graduation by evaluating K-8 and Sonoma Valley High School program delivery.

1. Research regional economic needs, assess and revise existing course offerings, and develop new courses and programs to better prepare students for the emerging work world.
2. Develop high school programs using the following cornerstones: Authentic Curriculum, Personalization, Student-Centered Learning, Collaborative Planning and Professional Development and High Standards and Performance-Based Assessments
3. Develop and implement Career / Technical pathways for SVHS students.
4. Develop an articulated career guidance program for students in grades 6-12.
5. Investigate a Career Exploratory Program in grades 6-8.
6. Provide internship and mentoring opportunities linking students to community members, and work with local businesses and non-profits to provide internship and summer work opportunities.
7. Continue to support successful college and career development programs (e.g., College and Career Center, scholarship programs).
8. Develop a system to gather data on high school graduates for a minimum of the four subsequent years through college and/or into their careers.

C. Close the achievement gap so that all students are both College and Career Ready upon graduation.

1. Implement AVID classes in every grade level from 6-12.
2. Develop a district-wide intervention plan for K-12 students.
3. Implement English language arts and math support classes in secondary schools for struggling students.
4. Expand after-school support (i.e., ASES program, After-School Education, etc.) in collaboration with The Boys and Girls Club and through The Youth Initiative of the Sonoma Valley Fund.
5. Continue with implementation of Jump Start Kindergarten to address the needs of our youngest learners.
6. Strengthen the K-12 ELD program and ELL support services to increase English proficiency.

D. Promote the success and well-being of all students.

1. Conduct a Special Education program review; implement needed changes.
2. Host annual meetings for parents of special education students.
3. Incorporate acknowledgements and celebrations of English Learner and English-language acquisition into school events and ceremonies.
4. Develop a process for awarding a "Seal of Biliteracy" to graduating students.
5. Special Education will regularly work with General Education teachers for smooth program implementation.
6. Continue with School Nutrition and Physical Activity Committee.
7. Continue to serve all Gifted and Talented students through courses and in-class offerings.

2.0 Stakeholder Involvement and Satisfaction

E. Increase Student Involvement and Satisfaction by expanding offerings to involve students and enrich their education.

1. Add and/or enhance school garden programs at all K-12 schools.
2. Expand high school course offerings based on interest of students.
3. Continue the K-5 music program and expand the 6-12 music program.
4. Implement the Exploratorium Science and Language Program at all elementary schools.
5. Investigate and pursue after school course opportunities for grade 6-8 students.
6. Develop a Summer School program which provides enrichment including field trips and field studies for at-risk students.

F. Increase Parent Involvement: Actively involve parents in the education of their children by effective communication from our schools and district.

1. Translate all materials sent to parents (English and Spanish) and offer translation services at all parent meetings throughout the district.
2. Each school will develop a parent involvement plan and a communication plan for parents which includes invitations for parents to visit, volunteer and be involved in their child's classroom.
3. Provide parents continuous electronic access to their student's grades and progress reports.
4. Continue to support and expand successful programs, including Adult Education, DELAC, ELAC and family literacy.
5. Implement an Exit Survey for all parents who leave the District to determine levels of satisfaction.
6. Provide support for parents in Grades K-5 with helping their children with their homework.

G. Increase Community Partnerships: Work with community organizations, other public agencies, and volunteers to enhance the District's ability to meet student and community needs.

1. Continue to collaborate with local organizations to support District initiatives (i.e., Sonoma Valley Education Foundation, Sonoma Valley Mentoring Alliance, La Luz, Teacher Support Network, Sonoma Teen Services, service clubs, Boys and Girls Club, Boosters, PTO, etc.).
2. Work with community-based organizations to support successful intervention and enrichment programs (e.g., Safe Schools Ambassadors, Social Advocates for Youth (SAY) drug-alcohol intervention, Road to Reality, Teen Safe Ride).

3.0 Staff Learning and Growing

H. Increase staff satisfaction, effectiveness and productivity by retaining existing excellent staff and attracting new talented educators to our District.

1. Complete a comprehensive salary analysis for all staff positions.
2. Offer competitive salaries for all SVUSD employees.
3. Create a district-wide professional development plan, including summer collaboration activities that will identify and implement "Best Teaching Practices."
4. Recruit and hire new staff as early as possible in the year to increase the applicant pool and hire the most skilled candidates.
5. Conduct a district-wide staff survey to determine strengths and future needs.
6. Ensure recognition and celebration of the successes of the District, schools, educators and students.
7. Train instructional assistants, administrators and teachers to effectively address complex behavior issues for special education and other high need students.

I. Establish and maintain agreements, policies, and procedures that support excellence in education.

1. Develop and implement an evaluation process that provides support, professional development, training and accountability for all District employees.
2. Communicate an expectation to all employees throughout the District to provide excellent service to our students and families.
3. Develop and distribute a staff handbook with policies, expectations and procedures.
4. Develop and implement a process for the self-evaluation of the Board of Trustees in order to build upon the leadership capacity of the Board.
5. Develop comprehensive plans for key areas:
 - Handbook for athletic coaches.
 - Comprehensive Safe Schools Plan.
 - Facility Master Plan (including technology and furniture).
6. Develop a district-wide communication plan.

J. Strategically leverage technology to support powerful teaching and learning.

1. Expand the use of data reporting software (e.g., Edusoft, PowerSchool).
2. Expand technology integration in core curriculum to support learning through professional development opportunities.
3. Develop a long-term technology plan that enhances staff and student performance and success that is financially sustainable.

4.0 Financial Performance

K. Maintain financial stability

1. Pass a Proposition 39 General Obligation Bond to decrease net operating costs by making our schools more energy efficient.
2. Develop a long-range capital plan for building, maintaining, and enhancing District facilities.

L. Efficiently allocate resources

1. Evaluate the cost-efficiency of current expenditures on district-wide staffing, employee benefits, supplies, equipment, utilities, and operating expenses.
2. Provide comprehensive training in financial management, planning, and budgeting for District management.

M. Maintain transparency in financial reporting

1. Develop a transparent reporting system that allows the public to evaluate whether the budget aligns with the District's strategic goals.
2. Review and evaluate current revenue sources and District assets to optimize their use.

Sonoma Valley Unified School District
Local Educational Agency Plan (LEAP) Addendum Action Plan 2010-2011
December 2010

Student Achievement Challenge:

According to the 2010 Accountability Progress Report the District as a whole did not meet Adequate Yearly Progress (AYP) criteria for English / Language Arts and Math. Dunbar, El Verano, Flowery, Sonoma Charter, and Altimira met all schoolwide and subgroup growth targets on the Academic Performance Index (API); Prestwood Sassarini, Woodland Star, Adele Harrison and SVHS did not.

Additionally, according to the Title III Accountability Progress Report for 2010, the district met AMAO (Annual Measurable Achievement Objectives) 1 and AMAO 2, indicating that district students met the target for annual progress in learning English and attaining English proficiency as assessed by CELDT. The district did not meet AMAO 3 targets (ELL performance on the California Standards Test)

Student Achievement:

All subgroups will reach their Adequate Yearly Progress (AYP) target growth in Math and English / Language Arts and groups which have met their AYP target growth will increase their proficiency by 8%. The district will also implement the DAIT recommendations.

Moving all students to proficiency in English / Language Arts and Math includes the following:

1. Alignment of instruction with content standards
2. Use of standards-aligned instructional materials and strategies
3. Extended learning time
4. Increased access to technology
5. Staff development and professional collaboration aligned with standards-based instructional materials
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)
8. Monitoring program effectiveness
9. Targeting services and programs to lowest-performing student groups
10. Any additional services tied to student academic needs

These items are not individually addresses but are instead incorporated throughout the LEAP Addendum.

A. Provide rigorous curriculum and set high expectations and goals for students.

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
A1. Continue to implement new math curriculum K-algebra with appropriate teacher training.				
Purchase and implement new math curriculum in grades K-algebra	09/10	Site and District IMF Funding	Principals	Williams Verification
All teachers will be provided SB472 training on new math materials	01/11	District Professional Development Funds	C&I Director	PD Database
All teachers will work in grade level teams to review curriculum program and benchmark assessments – along with reviewing and pacing benchmarks	06/11	District Professional Development Funds	C&I Director	Sign-in Sheets
A2. Select and implement new K-8 English language arts and English Language Development curriculum.				
Implement new 6-8 ELA and ELD programs	09/10	Site and District IMF	Principals	Williams
Provide training for all 6-8 ELA and ELD teachers – modified SB472	12/10	District Professional Development Funds	C&I Director	Sign-in Sheets
Implement new K-5 ELA and ELD materials during the Spring 2011 for full implementation in Fall 2011	07/11	Site and District IMF	Principals	Williams
Provide training for all K-5 teachers – modified SB472	09/11	District Professional Development Funds	C&I Director	Sign-in Sheets
Pilot Edge and Inside as core replacement ELA materials in grades 4-12	12/10	IMF	C&I Director	TBD
All teachers will work in grade level teams to review ELA and ELD curriculum programs and develop benchmark assessments and pacing calendars	09/11	District Professional Development Funds	C&I Director	Sign-in Sheets
A3. Continue to evaluate courses at Sonoma Valley High School (SVHS) and align these courses with A-G requirements.				
High School staff will work to align current high school courses with A-G requirements	09/10	Hourly as needed	Principal	New A-G courses at SVHS

A6. Review criteria which are used to allow students to access AP and Honors classes at SVHS so the population of students in AP and Honors classes mirrors that of the general population of students at the school.				
Review access criteria for students entering AP and Honors courses.	12/10	Hourly as needed / School meetings times	Principal	Course Descriptions and Outlines
Visit or research schools which have inclusive student access to Honors and AP programs.	03/11	Hourly as needed / Professional Development Funds	Principal	Visit Notes
Develop criteria which will allow students greater access to AP and Honors courses so demographics in these classes mirror the general population of the school.	04/11	Hourly as needed / Professional Development Funds	Principal	Course Descriptions and Outlines
A8. Continue the use of Cycle of Inquiry Meeting to review student achievement data and develop instructional plans based on outcomes of those meetings.				
Select/Develop formative assessments for ELD, K-12.	04/11	Time	Director C&I	Formative Assessments
Develop 9-12 benchmarks and formative assessments in the core subjects (English, Math, Science, Social Science).	03/11	Time	Site Principal	Common Formative Assessments will be in place for all core subjects
Grade level / subject matter teams will use Cycle of Inquiry to provide feedback based on data from benchmark assessments. All K-12 core and special education teachers will meet at least monthly to collaborate and implement effective differentiation strategies. Data from the ISS will assist in determining specific needs of our special education students.	11/10	Professional Development funds	Director C&I Director	Meeting Schedules for grade level / subject matter teams, meeting agendas and notes
Grade level / subject matter teams develop calendars for reviewing student work.	10/10	Wednesday Planning Meetings	Principals	Teams have calendars for reviewing student work.
Teachers will participate in Triennial (three) site reviews of student data, with special attention being paid to the subgroups which are not reaching proficiency.	Prior to each site Triennial Review	Wednesday Planning	Director C&I	Documentation of Cycle of Inquiry work Triennial Review
District based Cycle of Inquiry is completed 3 times a year (Triennial Review).	As scheduled	DSLTT meetings	Superintendent	Triennial Review

Special Education and ELD staffs will hold two Cycle of Inquiry meetings reviewing the results of special education/ELD students on benchmark assessments.	As scheduled	Time	Director Student Services Director C&I	Meeting dates and agendas
All new teachers will be trained in and will use the Cycle of Inquiry.	10/10	Time	Director C&I	Meeting agenda
Use Cycle of Inquiry to collaboratively examine student achievement of Essential Learning Standards and share best practices for helping students master these standards at the classroom, school and district level. Special attention should be paid to subgroups which have not attained proficiency.	As scheduled	Time	Site Principals	Meeting Schedules

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B. College and Career Ready

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
B2. Develop high school programs using the following cornerstones: Authentic Curriculum, Personalization, Student-Centered Learning, Collaborative Planning and Professional Development and High Standards and Performance-Based Assessments				
B3. Develop and implement Career / Technical pathways for SVHS students.				
The SVHS Design Team which will develop program options for all students to graduate both college and career ready	01/11	Professional Development and Private Funding	Principal	List of Team Members
Implement Design Team recommendations for 2011-2012 school year	06/11	Professional Development and Private Funding	Principal	Recommendations
Complete a 3-year SVHS Strategic Plan based on recommendations from the Design Team	06/11	Private Funding	Principal	Strategic Plan
B5. Investigate a Career Exploratory Program in grades 6-8.				
Participate in Countywide Career Exploratory Meetings	12/10	Professional Development Funds and County Grants	Principals – Adele and Altimira	Meeting Notes
Apply for Countywide Grants to further explore career pathways at the middle school level.	09/10	Time	Principals – Adele and Altimira	Grant Applications
B6. Provide internship and mentoring opportunities linking students to community members, and work with local businesses and non-profits to provide internship and summer work opportunities.				
College and Career Center continues outreach to community as noted above.	2010-11	Time	CCC Director	Summary of activities throughout the year
B.7 Continue to support successful college and career development programs (e.g. College and Career Center, scholarship programs).				
Continue to research and develop successful college and career development programs	2010-11	Time	CCC Director	List of programs in place and support for students

C. Closing the Achievement Gap

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
C1. Implement AVID classes in every grade level from 6-12.				
Expand implementation of the AVID program to 7 th grade offerings and include AVID coordination period at SVHS.	10/10	Sufficient staffing allocation and Professional Development Funds	Director C&I	AVID Schedule at HS and MS
C2. Develop a district-wide intervention plan for K-12 students.				
Develop a districtwide comprehensive intervention system (CIS) including description of the intervention levels/types, entrance and exit criteria/, curriculum to be used, program evaluation plan, and funding sources. Summer school and specialized CAHSEE interventions must be included in this plan. The CIS will be developed for students needing intensive and strategic interventions in Math and English/Language Arts. Sites will develop Intervention Pathways, determining when and how students need additional support to reach academic standards.	12/10	Time	Director C&I	Documentation of meetings finalized Intervention plan
The Board has adopted policy and administrative regulations to institutionalize the intervention program.	06/11	Time	Superintendent	Adopted policy/AR
C3. Implement English language arts (ELA) and math support classes in secondary schools for struggling students				
As part of the districtwide intervention plan, courses are offered to students who need additional learning time in ELA and math	01/11	Time and funding for sections	Director C&I	Intervention Plan
C4. Expand after-school support (i.e., ASES program, After-School Education, etc.) in collaboration with The Boys and Girls Club and through The Youth Initiative of the Sonoma Valley Fund				
Work with Boys and Girls Club in reviewing the ASES program at 3 elementary sites – reviewing and evaluating outlined program goals.	06/11	Time	Director C&I	Summary Report of program implementation
Work with CCYSD in the development of after-school	10/10	Time and Private Funding	Director C&I	Program Summary

programs for students in grades 4-8				
C5. Continue with implementation of Jump Start Kindergarten to address the needs of our youngest learners.				
Collect assessment data from 5 Jump-Start kindergarten programs and report on success of program implementation.	03/11	Time	Principals	Data gatherer from program and benchmark assessments
Plan and implement Jump-Start Kindergarten for summer 2011	2010-11	Time and Intervention funds and Private Donations	Director C&I	
C6. Strengthen the K-12 ELD program and ELL support services to increase English proficiency.				
<ul style="list-style-type: none"> Grade 6-12 Beginning and Early Intermediate ELL students (as per the CELDT) will have as much access to grade level core curriculum as their individual educational profile permits. Teachers and administrators will receive professional development in the teaching of English Language Development (needs will be determined by individual sites). Teacher leaders and administrators will be coached on effective strategies for instructing English Language Learners in all subjects. Teacher leaders will then work with colleagues to support instruction for English Language Learners. Principals and district staff will regularly visit classrooms to help with the support and implementation of ELD curriculum and support of ELLs in core classrooms based on recommendations and data from the ELSSA. The district will meet its Title III AMAO targets for EL learners. 				
Provide professional development opportunities for 9-12 teachers that address access to grade level content standards through inclusive instructional practices	09/10	Professional Development Funds	Director C&I	Sign-in Sheets
Provide access to the core curriculum for all English Language Learners	09/10	Time	Director C&I	Information from site ELL coordinators about student placement
Develop a plan (with specific activities and dates) for articulation of ELL students from elementary to middle and middle to high school.	01/11	Time and hourly pay as needed	Director C&I	Articulation dates
Provide K-12 ELD teachers with a standards-based ELD program, and the training and equipment needed to implement the program.	03/11	Time and funds for new materials	Director C&I	New materials for ELD purchased K-12
Provide leveled ELD instruction for all ELL students in grades K-12 and develop curriculum based assessments to monitor student progress.	10/10	Time	Director C&I	Data from school sites regarding implementation of ELD

Site principals and district staff will develop calendars for classroom visitations.	01/11	Time	Principals	Calendars
Monitor class placement of ELL students at Intermediate or above on the CELDT.	01/11	Staff time to monitor student course assignments.	Principals	Title III Documentation
Revise and refine documentation that explains pathways through high school core curricula and criteria for placement of ELL students	03/11	Time	Director C&I	Pathway document
Hire a 0.2 FTE teacher to work with students and families to be sure that all support is in place for ELLs at the high school.	10/10	Site funding	Principal	Board Minutes reflecting hire
Develop calendars outlining ELD implementation for each grade level. ELL students will be leveled based on CELDT and other measures. Students will be grouped according to need with no more than 3 levels of students in any one classroom for ELD in grades 1-12.	10/10	Planning time at sites for student placement	Principals	ELD schedules from each school site.

D. Success and Well-Being of All Students

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
D1. Conduct a special education program review; implement needed changes.				
A special education review will take place during the 2010-2011 school year. Data will be shared with the school community upon completion.	06/11	Time	Director Student Services	Completed review
Monitor that IEPs are aligned with California content standards so that core and supplemental instruction provided by special education teachers are aligned with the state content standards.	01/11	Time	Director Student Services	IEP report
D2. Host annual meetings for parents of special education students				
Parent meetings will be held annually to review the latest information regarding special education services in the district.	TBD	Time	Director Student Services	Sign-in Sheets
D3. Incorporate acknowledgements and celebrations of English Learner and English-language acquisition into school events and ceremonies.				
Each site will develop recognition programs for students who have become Fluent English Proficient.	12/10	Time	Principals	Recognition events
D4. Develop a process for awarding a "Seal of Biliteracy" to graduating students.				
A process and protocol will be investigated regarding a high school diploma recognition of "Biliteracy" honoring students who are literate in two or more languages.	10/11	Time	Director C&I	Report on next steps
D5. Special Education will regularly work with General Education teachers for smooth program implementation.				
Special education teachers participate in COI sessions both as a specialist group and as mixed groups with regular education teachers by grade level or subject.	01/11 review	Scheduled collaboration time Coaching for COI facilitators	Director Student Services	Documentation of COI work
Teachers share best practices in content areas and in special education. Increase coordination / collaboration between and among regular and special education teachers.	01/11 review	Scheduled collaboration time	Director Student Services	Documentation of COI work
Conduct two Cycle of Inquiry meetings at districtwide	01/11	Scheduled meeting times	Director Student	Documentation of COI work

special education meetings focused on benchmark results	review		Services	
D7. Continue to serve all Gifted and Talented (GATE) students through courses and in-class offerings.				
Grade 4-5 students will participate in a minimum of 4 GATE symposiums	01/11 review	Time and funding	Director C&I	Symposium schedule
Grade 6-8 students will participate in school specific events focused on the needs of GATE students	01/11 review	Time and funding	Director C&I	List of activities

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E. Student Involvement and Satisfaction

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
E1. Add and/or enhance school garden programs at all K-12 schools.				
Secure private donations for school garden programs at each school site	10/11	Time	Deputy Superintendent	Funding
Hire part-time garden coordinators at each school site	10/11	Private Funding	Deputy Superintendent	Hiring Reports
E3. Continue the K-5 music program and expand the 6-12 music program.				
Review the processes regarding how students are assigned to middle school and high school music programs	03/11	Time	Director C&I	Meeting minutes
Visit exemplar middle school and high school music programs	03/11	Private Funding	Director C&I	Visiting reports
Develop a "to-do" list for next steps in expanding the 6-12 SVUSD music program to increase program participation	06/11	Time	Director C&I	Actual to-do list
E4. Implement the Exploratorium Science and Language Program at all elementary schools.				
Review the approved grant and follow implementation steps written in the grant	10/11	Grant Funding	Superintendent with program coordinator	Program summary report after year 1 implementation
E5. Investigate and pursue after school course opportunities for grade 4-8 students.				
Coordinate with local non-profits to develop after school course opportunities for students in grades 6-8 based on student interest	10/11	Time and Private Donations	Director C&I	Program Offerings and Program Schedule
E6. Develop a Summer School program which provides enrichment including field trips and field studies for at-risk students.				
Based on successful implementation of the current summer school program, extend to other grades as funding allows	02/11	Time and Private Donations	Deputy Superintendent	Program Offerings and Program Schedule

F. Increase Parent Involvement

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
F1. Translate all materials sent to parents (English and Spanish) and offer translation services at all parent meetings throughout the district.				
Translation services and schedules will be posted in two languages on each school's website, in the school office and on the district website.	10/10	Time	Superintendent	Translation schedules
All materials sent to parents will be in both English and Spanish	09/10	Time and Translation Services	Principals and Department Managers	Random review of materials from each school and department
Translation will be offered at all parent meetings	09/10	Translation Services	Principals	Translation equipment schedules
F2. Each school will develop a parent involvement plan and a communication plan for parents which includes invitations for parents to visit, volunteer and be involved in their child's classroom.				
Parent Involvement plans and communication plans will be available on school websites and in school offices Plans will include: -Activities that engage parents in supporting their children's school involvement and academic progress. -Fostering representative participation in ELAC, PTO, Site Councils and other parent involvement activities. -Maintenance of school-home communication systems	11/10	Time	Principals	Parent Involvement Plans
Communications to all parents are provided in a timely manner (e.g., parents are notified of meetings and policy changes well in advance, parents with children in Program Improvement schools are notified of their right to school choice and/or supplemental services, phone calls are returned promptly, etc.)	10/10	Title funds as needed	Principals	Copies of communications
Parent Involvement Plans will be available at all school sites and posted on site webpage.	02/11	Time	Principals	Parent Involvement Policies
Site principals will regularly include updates on DAIT to parents and teachers at the site level through newsletters and meetings.	On-going	Time	Principals	Agendas, minutes and newsletters

Superintendent will report DAIT information to the community-at-large. Develop a consistent district “message” about the PI and DAIT work which places it in the context of the district’s Strategic Plan Goals and Mission.	On-going	Time	Superintendent	Agendas, minutes and newsletters
F3. Provide parents continuous electronic access to their student’s grades and progress reports.				
Develop electronic report cards for grades K-5 on PowerSchool	6/11	Time and Hourly Pay	Director C&I	Electronic Report Cards
Continue to utilize PowerSchool for student grade, attendance, discipline and progress reports in grades 6-12	On-going	Time	Principals	Currently updated PowerSchool data
F5. Implement an Exit Survey for all parents who leave the District to determine levels of satisfaction.				
Develop survey for parents to complete when students leave our district for another school in a neighboring district	10/11	Time	Director HR	Survey and Survey Results
F6. Provide support for parents of students in Grades K-5 to help with homework assignments.				
Each elementary site will develop as part of its parent involvement policy specific support plans for parents who need assistance in helping their children with homework	03/11	Time	Principals	Homework Assistance Plans

G. Increase Community Partnerships

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
G1. Continue to collaborate with local non-profit organizations to support District initiatives (i.e., Sonoma Valley Education Foundation, Sonoma Valley Mentoring Alliance, La Luz, Teacher Support Network, Sonoma Teen Services, Service Clubs, Boys and Girls Club, Boosters, PTO, etc.).				
Staff from SVUSD will participate on Boards or be a direct liaison to local organizations who support SVUSD	12/10	Time	Superintendent	Chart showing district liaisons
G.2 Work with community-based organizations to support successful intervention and enrichment programs (e.g., Safe Schools Ambassadors, Social Advocates for Youth (SAY) drug-alcohol intervention, Road to Reality, Teen Safe Ride).				
Regularly meet with community-based organizations to continue partnerships and support programs for SVUSD students.	On-going	Time	Superintendent	List of programs and services provided to SVUSD students

H. Increase Staff Satisfaction, Effectiveness and Productivity

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
<p>H3. Create a district-wide professional development plan, including summer collaboration activities that will identify and implement "Best Teaching Practices"</p> <ul style="list-style-type: none"> Develop calendars for professional development that delineates district and school responsibilities and focuses on the 2-4 highest priority needs as identified by the strategic plan and the student achievement data. These calendars will include all available opportunities for professional development. Identify and utilize teacher and administrative leadership within SVUSD to expand the pool of instructional expertise. Increase the effective use of collaboration time by providing training and coaching support to teachers and administrators who facilitate and by clarifying district/school expectations for use of this time. Develop and use a database with information regarding Highly Qualified Teacher (HQT) status, ELD certification and required professional development (SB472) for all certificated staff. All teachers have AB472 training and all principals have AB430 training for the current adoption in Math K-8 and the new ELA adoption (for grades as implemented) Provide support for data-driven PLC work at all levels of the organization and monitor implementation. 				
Develop a 3 year Professional Development plan with both site and district initiatives	12/10	Time and District Professional Development Funds	Director C&I	Professional Development Plan
Outline plans and activities for Professional Development Days on district calendar	10/10	Time and District Professional Development Funds	Superintendent	Professional Development Calendar of Activities
District and site dates for these articulation and coordination activities: assessments, pacing calendars, BTSA, school transitions meetings	10/10	Time	Superintendent	Calendar includes these activities
Identify "Best Teaching Practices" from input from school sites and DSLT	11/10	Time and District Professional Development Funds	Director C&I	Best Practices Outline
Sites will function as professional learning communities developing a calendar with regularly scheduled Cycle of Inquiry meetings.	09/10	Time	Site Principals	Calendar of meetings
All teachers will be highly qualified and EL certificated as appropriate. The time and monetary resources will be available to meet this goal.	09/10	Time	Director HR	Documentation of HQ and EL certified educators

Implement a plan which includes the use of subject area coaches, working with site administrators and teachers to assist with implementation of math, English / language arts and / or ELD curricula.	06/11	Time	Director C&I	Professional Development Plan
H4. Recruit and hire new staff as early as possible in the year to increase the applicant pool and hire the most skilled candidates.				
Develop a calendar of hiring procedures and timelines to assure early access to applicant pool and therefore best hiring strategies.	01/11	Time	Director HR	Protocol and Procedure Document
H5. Conduct a district-wide staff survey to determine strengths and future needs.				
The district will use student achievement data to identify school, grade levels and/or special programs for intensive professional development activities that will address student learning needs in the high leverage areas (equity, differentiated instruction, and academic literacy). All teachers in the identified areas will participate in the professional learning opportunities and will receive coaching for effective implementation of what has been learned.	02/11	Time	Director C&I	Professional Development Plan

I. Support Excellence in Education

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
I3. Develop and distribute a staff handbook with policies, expectations and procedures.				
Handbooks will be updated each September and distributed to all site educators	09/10	Time	Director HR	Completed Handbooks
Portions of the handbook will be available on the district website for easy access	11/10	Time	Director HR	Website pages
I4. Develop and implement a process for the self-evaluation of the Board of Trustees in order to build upon the leadership capacity of the Board				
The Trustees and Superintendent will have two meetings annually which focus on Board and Superintendent roles and norms of operations	By 06/11	Time	Superintendent	Meeting agendas
I5. Develop comprehensive plans for key areas: Handbook for athletic coaches; Comprehensive Safe Schools Plan; Facility Master Plan (including technology and furniture).				
Plans are completed and accessible on the district website.	01/11	Time	Directors HR / SS Deputy Superintendent	Plans and Handbooks
I6. Develop a district-wide communication plan.				
Each school site will have a site communication plan which has been reviewed and approved by the SSC	03/11	Time	Site Principal	Communication Plan
Transportation and Food Services departments will have communication plans to maximize parent outreach and communication	01/11	Time	Deputy Superintendent	Communication Plans
A districtwide communication plan will be developed reflecting site and department communication plans	01/11	Time and technical support	Superintendent	Communication Plan
A districtwide calendar will be available on the district website which will have community meeting dates from all school sites	10/10	Time and technical support	Deputy Superintendent	Calendar
A new high school website will be developed which opens communication to students, parents and community members	09/10	Time	SVHS Principal	New website

All school sites will have webpages and Facebook pages which are kept current (updated a minimum of every two weeks)	03/11	Time	Deputy Superintendent	Webpages and Facebook pages
Regular e-mails will be sent to all employees by the Superintendent giving updates on district wide topics of interest	06/11	Time	Superintendent	E-mail correspondences

J. Strategically Leverage Technology

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
II. Expand the use of data reporting software (e.g., Edusoft, PowerSchool).				
Identify and provide Edusoft training needs for site administrators and teachers. Develop a structure for on-going training and support in Edusoft.	02/11	Time and funds for training both administrators and teachers	Director C&I	All principals can access Edusoft data reports by 10/10
Identify and provide PowerSchool training needs for each school site	11/10	Time and funds for training	Deputy Superintendent	PowerSchool Satisfaction Surveys
Local assessments and student scores will be entered into Edusoft in a timely fashion and teachers will review results within two weeks of when the assessment was completed.	10/10	Time	Site Principals	Calendars of dates to enter data into Edusoft
Develop and disseminate a check-list for the steps needed in setting up, recording, analyzing and reporting assessments in Edusoft.	01/11	Time and technical assistance	Director C&I	Directions for access
Use the calendar of benchmark assessments to schedule time for teachers/administrators to discuss and use results in a timely way.	10/10	Time	Site Principals	Calendar of scheduled meetings
Each school and the district will review its annual STAR data and identify strengths/weaknesses before September 15, 2010	09/10	Time	Site Principals	Review report

I2. Expand technology integration in core curriculum to support learning through professional development opportunities.				
A technology Professional Development Plan (as part of overall Professional Development) is developed and implemented. This will include opportunities to train teachers on applications such as Power School, Edusoft and other applications as used in instruction.	03/11	Time and Private Funding	Director C&I	Technology Professional Development Plan
I3. Develop a long-term technology plan that enhances staff and student performance and success that is financially sustainable. Ensure that the district information infrastructure and technology is in place and properly working.				
Technology Plan is in place and shared with stakeholders at each site. There is a district Technology Plan that delineates a basic level of "core technology" provided by the district and delineates district /site responsibilities for maintenance and replacement.	11/10	Time	Deputy Superintendent	Tech plan and dates when shared with sites
2010-11 technology budget reflects priorities of Technology Plan and is aligned with a set of planning priorities for the overall district and each site	12/10	Time	Deputy Superintendent	2010-11 budget for technology
Update the district Technology Plan and disseminate to all stakeholders.	01/11	Time	Deputy Superintendent	Updated plan
A Technology "Request for Giving" is developed for funding priorities as outlined in District Technology Plan and shared with stakeholders	12/10	Time and Private Funding	Superintendent	Technology "Request for Giving"

K. Maintain financial stability

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
K1. Pass a Proposition 39 General Obligation Bond to decrease net operating costs by making our schools more energy efficient.				
Work with community in the passing of a Prop. 39 General Obligation bond	11/10	Campaign funding (outside of school budgets)	Superintendent	Passage of Prop. 39 General Obligation Bond
K2. Develop a long-range capital plan for building, maintaining, and enhancing District facilities.				
Work with architects to develop a site by site facilities master plan	03/11	Bond funds	Deputy Superintendent	Facilities Master Plan

L. Efficiently allocate resources

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
L2. Provide comprehensive training in financial management, planning, and budgeting for District management.				
Train all principals and managers on the Optimal Program Implementation Process	01/11	Time	Deputy Superintendent	Completed Budgets
Develop a plan to reprioritize allocations to align with Strategic Plan	Budget Dependent	Time	Deputy Superintendent	Plan

M. Maintain transparency in financial reporting

Action Steps	When	Support Resource Allocation	Who is responsible	Assessment
M1. Develop a transparent reporting system that allows the public to evaluate whether the budget aligns with the District's strategic goals.				
Post all annual and interim budget updates to the Board on the district website	09/10 12/10 04/11 06/11	Time	Deputy Superintendent	Posted budgets
Present budget information to all School site Councils (SSC) or PTO / ELAC groups over the course of the school year.	TBD	Time	Deputy Superintendent	Meeting Agendas
Provide training for all principals in fiscal management planning and budgeting for district management.	01/11	Time	Deputy Superintendent	Meeting Agenda

**Measuring what Matters – Measurements of Outcomes in the Sonoma Valley Unified School District
DRAFT 12/06/10**

Goal Area	Goal	Performance Measure (Objective)	Unit of Measure	Actual	Target	Strategic Initiative
				2009-10	2010-11	
1.0 Student Achievement	Rigorous Curriculum & High Expectations College and Career Ready Students Closing the Achievement Gap Promote Success and Well-being	1. Increase English / English Language Arts achievement for all students	% of students Proficient or Advanced on CST			See above
			% of students Proficient on 10 th Grade CAHSEE			
		2. Increase math achievement for all students	% of students Proficient or Advanced on CST			
			% of students Proficient on 10 th Grade CAHSEE			
		3. Increase science achievement for all students	% of students Proficient or Advanced on CST			
		4. Increase achievement for : • Hispanic Latino Students • SED Students • Students with Disabilities	% of students Proficient or Advanced on CST (ELA / Math)			
		5. Increase achievement for ELL students	% ELLs reclassified in Sept and March by Grade Level % students advancing one year per year in school on CELDT (AMAO)			
		6. Increase the High School Graduation Rate	% of 9 th grade students graduating from high school in 4 years			
		7. Improve performance of students on national assessments and rankings	% of students receiving a 4 or 5 on AP exams # of students enrolled in each Honors and AP course			
		8. Increase percentage of students successfully prepared for college and career	% of students meeting a-g requirements % of students on "Honor Roll" % students "Ready for College" on EAP in Math % students "Ready for College" on EAP in ELA			
2.0 Stakeholder Involvement and Satisfaction	Increase student involvement and satisfaction	1. Increase students' participation in Extra-Curricular Activities	% of students participating in extra-curricular or co-curricular activities			
		2. Increase student participation in school based clubs	% of students participating in school based clubs – including demographics			
		3. Improve student perception of school	Student survey results			
		4. Decrease Absenteeism – Elementary Schools	% of students missing 10 or more days % student with perfect attendance (monthly)			
		5. Decrease Absenteeism – Middle Schools	% of students missing 10 or more days			
		6. Decrease Absenteeism – High School	% of students missing 10 or more days			
	Increase parent involvement	1. Increase parent participation in Back to School Night Activities	% of parents attending BTSN			
		2. Increase parent participation at ELAC and PTO / OPT / Parent Network meetings	% of parents attending ELAC / PTO meetings			
		3. Perception of SVUSD by parents	Parent survey results			
		4. Track parent volunteerism	# of volunteers / volunteer hours			
	Increase community partnerships	1. School partnerships meeting agreed objectives	% of school partnerships meeting agreed objectives			
		2. Targeted community groups addressed	# addressed by Cabinet members			
		3. Perception of SVUSD by stakeholders	Community Survey Results			
		4. Increase the number of community partners	# and type of organizations involved at site level throughout year			

3.0 Staff Learning and Growing	Retaining excellent staff and attracting new talented educators to SVUSD	1. Increase the % and retention of highly qualified teachers	% of Highly Qualified Teachers		
		2. Increase participation in professional learning for system-endorsed instructional practices	% of K-8 teachers completing SB472 in math and ELA		
		3. Increase participation in leadership development	% of newer teachers that take advantage of leadership opportunities		
	Establish policies and procedures that support excellence in education	1. Increase staff attendance	Quarterly assessment of staff absences: Time of day, day of week, time of year		
		2. Improve certificated staff perception of efficacy	Survey teachers re: how effectively they see themselves in teaching each subgroup		
		3. Improve classified staff perception of efficacy	Survey classified staff re: effective use of their time		
	Strategically leverage technology	1. Increase staff competence using technology	# of teacher developed and maintained websites		
# of teachers participating in technology training					
4.0 Financial Performance	Maintain financial stability	1. Maintain adequate reserves	Percent Reserve		
		2. Ensure expenses do not exceed incomes over a three year period	Multi-Year projections approved by Board of Trustees and SCOE annually		
	Efficient Resource Allocations	1. Site budgets will be built using a prioritization process aligning resources with site plans	# of sites using a prioritization process (i.e. OPI) to develop budget		
		2. Develop a plan to reprioritize allocations to align with strategic plan	Develop plan by end of 2010-11 to present to Board of Trustees.		
	Maintain transparency in financial reporting	1. Post annual and interim district budgets on website	% of annual and interim budgets posted on website		
		2. Provide comprehensive training in fiscal management planning and budgeting for district management.	% of Principals and Managers trained in fiscal planning and budgeting		