



Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Great Valley Elementary
CA

Manteca Unified School District
39685930000000

School Site Vision

Every Great Valley student will be exposed to the highest level of academic and social-emotional instruction in a safe, respectful environment conducted by highly dedicated educators.

School Site Mission

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement
- Two or More Races – Suspensions
- White – Chronic Absenteeism, Suspensions

Briefly describe the strategic plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Great Valley will meet the ESSA and ATSI requirements by implementing evidence-based interventions and analyzing their effectiveness for all students.

Goal 1: Every student will work to achieve mastery of grade level standards in all subjects.

Goal 2: All Great Valley students will feel safe at school inclusive of design, security, and climate.

Goal 3: All Great valley students will be supported within a multi-tiered system of supports to realize their individual success.

School Site Description

At Great Valley School, we are committed to providing a safe and supportive environment where quality education establishes the foundation for life-long learning. We are dedicated to ensuring that our school provides a welcoming and challenging environment where students are actively involved in learning academics, as well as the positive values fostered through our Positive Based Interventions and Supports (PBIS) program. Our teachers, parents, students, support staff, and community are an integral part of our school's success. By continuing to work together, our students will be challenged to reach their maximum potential. We celebrate the diversity of our school community and emphasize the social, moral, physical, and academic skills that will allow our students to function as responsible and productive citizens.

Great Valley is located south of Stockton and west of I-5 in the Weston Ranch Development. The majority of our students live in single-family homes and walk to school. Busing is provided only for special education and overflow students. Great Valley is made up of a culturally and socio-economically diverse population of approximately 1049 students housed at two sites. The 6th, 7th, and 8th-grade classes are located at the annex that is adjacent to the main site. The annex currently has approximately 333 students while the main site has approximately 716 students. Great Valley houses Special Education programs for Preschool-8th Grade students and partners with San Joaquin Office of Education programs. Great Valley currently has 49 students in its preschool program and 48 students in County programs. The Special Education programs include Autism, Mild-Moderate Special Day Classes, Moderate-Severe Special Day Classes and Resource Services. All Special and General Education staff members work collaboratively to ensure an inclusive environment to meet the needs of all learners.

Great Valley currently contracts with Give Every Child a Chance (GECAC) to provide afterschool care for up to 120 students. GECAC is a comprehensive program offering academics, enrichment and physical activity. Great Valley and Weston Ranch High School collaborate to provide intervention and support to our K-8 students, and real-world job experience to the ROP students. Additionally, Weston Ranch High School provides afterschool intervention to Great Valley 7th & 8th grade students who need support in Math and ELA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of “cause”, which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student

achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

All Manteca schools receive needs-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
911	70.7	34.6	1.1
Total Number of Students enrolled in Great Valley Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	315	34.6
Foster Youth	10	1.1
Homeless	71	7.8
Socioeconomically Disadvantaged	644	70.7
Students with Disabilities	117	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	134	14.7
American Indian	6	0.7
Asian	105	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	73	8
Hispanic	510	56
Two or More Races	35	3.8
Pacific Islander	19	2.1
White	29	3.2

Conclusions based on this data:

1. The majority of students attending Great Valley School are Hispanic, African American and Asian.
2. Over 70% of the student population is socioeconomically disadvantaged.
3. Over 34% of the student population are English Language Learners.



Grade Level Standards

District Goal

Every student works to achieve mastery of grade level standards in all subjects.

Site Tier 1 Goal

Overall, there is a need for students to increase academic achievement in ELA and Math.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2353.	2345.		5.49	10.53		12.09	9.47		30.77	16.84		51.65	63.16
Grade 4		2412.	2392.		6.73	9.00		21.15	8.00		20.19	20.00		51.92	63.00
Grade 5		2453.	2451.		6.60	6.67		24.53	24.76		24.53	27.62		44.34	40.95
Grade 6		2497.	2488.		7.84	4.76		25.49	31.43		35.29	27.62		31.37	36.19
Grade 7		2510.	2540.		8.85	12.93		27.43	37.07		29.20	26.72		34.51	23.28
Grade 8		2536.	2523.		10.48	7.00		31.45	30.00		25.81	35.00		32.26	28.00
All Grades	N/A	N/A	N/A		7.81	8.53		24.22	23.99		27.50	25.76		40.47	41.71

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2362.	2364.		4.44	6.32		14.44	12.63		26.67	15.79		54.44	65.26
Grade 4		2406.	2416.		0.96	4.04		12.50	15.15		37.50	33.33		49.04	47.47
Grade 5		2432.	2441.		0.95	3.81		12.38	11.43		24.76	32.38		61.90	52.38
Grade 6		2484.	2465.		7.92	8.57		10.89	9.52		43.56	32.38		37.62	49.52
Grade 7		2473.	2507.		6.19	9.57		10.62	20.00		30.97	33.91		52.21	36.52
Grade 8		2475.	2502.		6.56	9.18		9.84	13.27		27.05	31.63		56.56	45.92
All Grades	N/A	N/A	N/A		4.57	6.97		11.65	13.78		31.65	30.15		52.13	49.11

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	32.53
Female	36.18
Male	29.36
American Indian or Alaska Native	--
Asian	39.73
Black or African American	24.47
Filipino	53.06
Hispanic or Latino	28.15
Native Hawaiian or Pacific Islander	33.33
Two or More Races	53.33
White	31.25
English Learners	14.05
Foster Youth	--
Homeless	21.05
Military	42.86
Socioeconomically Disadvantaged	29.64
Students Receiving Migrant Education Services	0
Students with Disabilities	8.51

CAASPP Results
Mathematics (All Students)

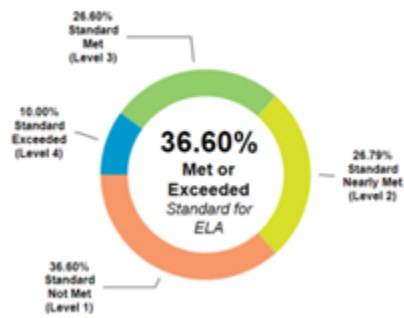
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	20.75
Female	17.87
Male	23.38
American Indian or Alaska Native	--
Asian	22.22
Black or African American	15.96
Filipino	40.82
Hispanic or Latino	18.58
Native Hawaiian or Pacific Islander	18.18
Two or More Races	26.67
White	18.75
English Learners	9.19

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	17.86
Military	25.00
Socioeconomically Disadvantaged	19.13
Students Receiving Migrant Education Services	0
Students with Disabilities	2.15

Data

ELA

Percent of students within each achievement level



<https://www.ets.org/s/assess/na/scoreviewer/level/achievement>

READING: How well do students understand stories and information that they read?

Item Performance Level	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Above Standard	10.0%	1.0%	4.7%	11.4%	13.9%	1.0%	NA	NA	8.0%
Standard Exceeded	40.0%	30.0%	40.0%	30.0%	30.0%	37.0%	NA	NA	30.0%
Above Standard	40.0%	40.0%	25.7%	21.4%	20.0%	30.0%	NA	NA	30.0%

WRITING: How well do students communicate in writing?

Item Performance Level	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Above Standard	7.0%	0.0%	0.0%	2.0%	20.0%	0.0%	NA	NA	0.0%
Standard Exceeded	30.0%	40.0%	10.0%	10.0%	30.0%	30.0%	NA	NA	40.0%
Above Standard	30.0%	40.0%	40.0%	40.0%	20.0%	20.0%	NA	NA	20.0%

LISTENING: How well do students understand spoken information?

Item Performance Level	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Above Standard	7.0%	0.0%	0.0%	0.0%	10.0%	0.0%	NA	NA	0.0%
Standard Exceeded	40.0%	40.0%	70.0%	40.0%	40.0%	70.0%	NA	NA	40.0%
Above Standard	27.0%	20.0%	20.0%	10.0%	17.0%	17.0%	NA	NA	20.0%

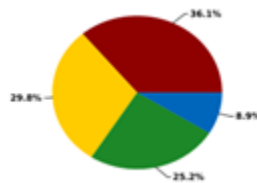
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Item Performance Level	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Above Standard	7.0%	0.0%	0.0%	0.0%	10.0%	0.0%	NA	NA	0.0%
Standard Exceeded	30.0%	30.0%	40.0%	40.0%	40.0%	40.0%	NA	NA	40.0%
Above Standard	40.0%	40.0%	30.0%	27.0%	17.0%	10.0%	NA	NA	30.0%

Projected by CA-Smarter Balanced Assessment Consortium taken in spring

View Linking Study: <https://www.ets.org/s/assess/na/resources/linking-study/>

Grade	Student Count	Not Met Count	Percent	Nearly Met Count	Percent	Met Count	Percent	Exceeded Count	Percent
2	92	47	51.1%	21	22.8%	18	19.6%	6	6.5%
3	114	54	47.4%	20	17.5%	23	20.2%	7	6.1%
4	102	50	49.0%	22	21.6%	8	7.8%	13	12.7%
5	96	37	38.5%	26	27.1%	28	29.2%	5	5.2%
6	105	29	27.6%	41	39.0%	28	26.7%	7	6.7%
7	103	23	22.3%	38	36.9%	33	32.0%	9	8.7%
8	122	16	13.1%	42	34.4%	47	38.5%	17	13.9%
Total	734	265	36.1%	219	29.8%	185	25.2%	85	11.6%



Strength and Achievement Overview

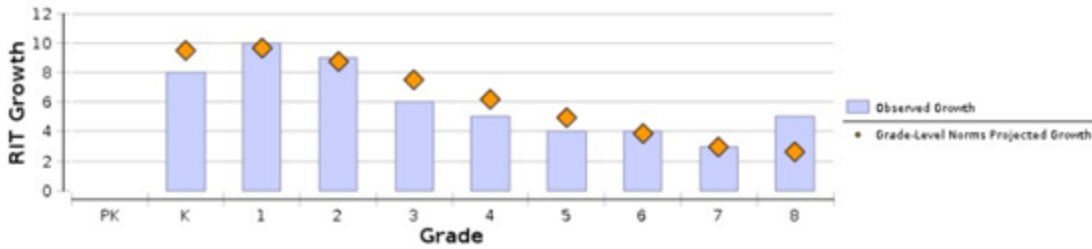


Great Valley Elementary

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**		**			**					**				
K	28	139.7	10.7	72	147.1	12.7	56	8	1.7	9.5	-1.47	7	28	12	43	39
1	83	150.8	13.6	17	160.5	13.5	18	10	0.8	9.7	0.03	51	93	41	44	41
2	83	164.7	13.0	12	173.9	15.2	14	9	0.9	8.7	0.34	63	83	40	48	45
3	109	176.8	16.1	9	182.3	17.3	5	6	0.9	7.5	-1.67	5	109	42	39	28
4	96	184.9	18.0	5	189.5	17.9	3	5	1.0	6.2	-1.36	9	96	43	45	35
5	92	195.6	15.2	11	199.8	16.3	9	4	0.8	4.9	-0.63	27	92	43	47	43
6	103	203.8	14.8	19	207.3	14.3	18	4	0.7	3.9	-0.36	26	103	53	51	50
7	101	209.8	15.2	27	212.2	13.9	25	3	0.8	3.0	-0.89	28	101	52	51	49
8	118	214.4	14.1	32	219.8	14.1	46	5	0.7	2.6	2.42	99	118	83	70	73

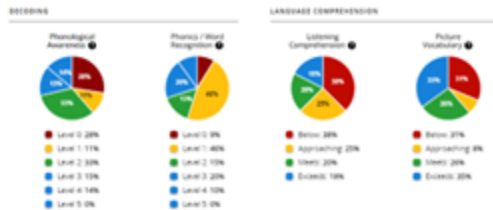
Language Arts: Reading



Student	K	1	2	3	4	5	6	7	8
Angelica	80	80	80	80	80	80	80	80	80
Brenda	80	80	80	80	80	80	80	80	80
Frank	80	80	80	80	80	80	80	80	80
George	80	80	80	80	80	80	80	80	80
Grace	80	80	80	80	80	80	80	80	80
Henry	80	80	80	80	80	80	80	80	80
Ivan	80	80	80	80	80	80	80	80	80
Jacob	80	80	80	80	80	80	80	80	80
Joseph	80	80	80	80	80	80	80	80	80
Kevin	80	80	80	80	80	80	80	80	80
Liam	80	80	80	80	80	80	80	80	80
Mason	80	80	80	80	80	80	80	80	80
Nathan	80	80	80	80	80	80	80	80	80
Oliver	80	80	80	80	80	80	80	80	80
Samuel	80	80	80	80	80	80	80	80	80
Thomas	80	80	80	80	80	80	80	80	80
William	80	80	80	80	80	80	80	80	80
Average	80	80	80	80	80	80	80	80	80

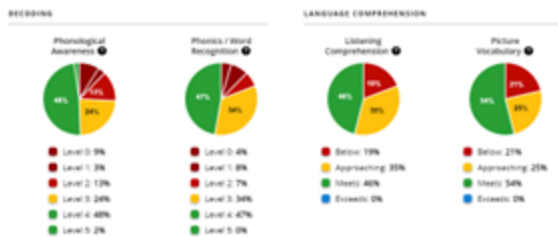
Kinder

Foundational Skills Performance Breakdown



Student	K	1	2	3	4	5	6	7	8
Angelica	80	80	80	80	80	80	80	80	80
Brenda	80	80	80	80	80	80	80	80	80
Frank	80	80	80	80	80	80	80	80	80
George	80	80	80	80	80	80	80	80	80
Grace	80	80	80	80	80	80	80	80	80
Henry	80	80	80	80	80	80	80	80	80
Ivan	80	80	80	80	80	80	80	80	80
Jacob	80	80	80	80	80	80	80	80	80
Joseph	80	80	80	80	80	80	80	80	80
Kevin	80	80	80	80	80	80	80	80	80
Liam	80	80	80	80	80	80	80	80	80
Mason	80	80	80	80	80	80	80	80	80
Nathan	80	80	80	80	80	80	80	80	80
Oliver	80	80	80	80	80	80	80	80	80
Samuel	80	80	80	80	80	80	80	80	80
Thomas	80	80	80	80	80	80	80	80	80
William	80	80	80	80	80	80	80	80	80
Average	80	80	80	80	80	80	80	80	80

1st Grade-Summary



Data Analysis

Strategic Plan for Improving Literacy Skills K-8: The goal of this strategic plan is to Increase reading and writing proficiency by 15% across grades K-8 by implementing targeted interventions, professional development, collaborative structures like PLCs, integrating the EPIC digital platform, offering after-school tutoring, and establishing an incentive program.

During the 2022-23 school year, Great Valley learned that it exited Comprehensive School Intervention (CSI) based on growth from the previous school year. The staff contributed the progress to the focusing on tightening up their PLC discussions, learning to use Anchor Charts effectively, and focusing on ELA instruction during the 2021-22 school. Throughout the year, 2022-23 school year, the instructional staff received professional development from both the district and site in CORE instructional strategies and Foundations. During the 2023-24 school year, the district and site focus shifted to mathematics professional development and training. This shift coupled with many new staff members and a change in the instructional specialist and administration team may have contributed to a setback according to the NWEA MAP scores; however, this does not apply to all grade levels. But, overall, students are still performing below the expected 80% proficiency level which means Tier 1 instruction and Tier 2 interventions in ELA still need to be addressed. The following summary explains the year-to-date outcome and the plan to improve student learning.

In image 1 is a snapshot of Great Valley's 2022-23 CAASPP results from the California Department of Education's (CDE's) Data Quest website. You can see that 36.6% of Great Valley students met or exceeded grade level standards in ELA. This is an increase of almost 4% from the 2022-23 school year (32.52%) Interestingly, the same percentage of students, 36.6%, did not meet grade level standards while 26.79 nearly met standards.

In image 2, you can see the breakdown of the strands that are assessed in ELA: Reading, Writing, Listening, and Research/Inquiry. The majority of Great Valley students fell into the "nearly met" area of academic performance in each ELA strand. While there was not a notable difference in the areas of "above standard" in each academic performance area, it is worth mentioning that students scored the highest in the Listening Strand area, 78% and Research/Inquiry, 70% when combining the "nearly met" and "exceeded" performance areas, followed by reading with 67% and writing with 58%. This data from image 1 and 2 emphasizes that there is a need for training in how to use the Board adopted curriculum with fidelity and the need for training in effective Tier 1 instruction, with an emphasis on literacy instruction,

During the course of the 2023-24 school year, Great Valley students were given the NWEA MAP assessment to monitor both achievement and projected growth targets. In image 3, you will see the Winter 2024 Spring ELA Projected Proficiency on the Smarter Balanced Assessment is 34% which is a slight decrease from the 22-23 Smarter Balanced assessment; however, it should be noted that number could change based on the Spring Assessment which has not been taken yet this school year. Nevertheless, an assumption that there is a need for both training in how to use the Board adopted curriculum with fidelity and the need for effective Tier 1 instruction, with an emphasis on literacy instruction,

In image 4, we see an illustration of the schoolwide NWEA MAP growth and achievement. Students ranked in the 46th percentile for growth on the Winter assessment, and the 37th percentile for achievement. As noted above, we are hoping that the Spring NWEA MAP assessment shows further progress, but what is being demonstrated is about the same level of achievement and a slightly below average level of growth in the Great Valley students learning in reading, which again demonstrates the need for additional training in effective Tier 1 practices, with an emphasis on literacy instruction.

In images 5 and 6, you will see the NWEA MAP growth chart that demonstrates how the students in each grade level progressed toward meeting the Projected Growth Target as defined by the nationwide norms determined by NWEA. The goal is for each bar graph to encapsulate the diamond, or "swallow the diamond." As you can see the students in grade 8 showed the most growth with 83/113, or 70%, or students making their target. The students who showed the smallest amount of growth was in grade 3 with 42/110, or 38%, of the students making their target. There was not a large discrepancy between grades K-4 with the percentages ranging between 43%-48% of students making their projected growth targets, and grades 6 & 7 coming in slightly higher with both grade levels showing 51% of students

meeting their projected growth targets. Again, this data sets illustrates average or below growth, and there is a need for both training in how to use the Board adopted curriculum with fidelity and the need for effective Tier 1 instruction, with an emphasis on literacy instruction,

In image 7, you see how Great Valley's Kindergarten students compared to the other schools in the district on the winter Kindergarten Foundational Skills Assessment. In Kindergarten, students showed an increase in % of students who met proficiency in the areas of phonological awareness, listening comprehension, and picture vocabulary. The students showed a decrease in the % of students who met proficiency in the area of phonics/word recognition. In image 8, you see a pie chart illustrating how all of the Great Valley Kindergarten students performed in each of the foundational skills area. You can see that 39% of the students fell below the proficiency level in Phonological Awareness, 55% of students fell below in Phonics/Word Recognition, 63% fell below proficiency in Listening Comprehension, and 39% in Picture Vocabulary. These skills serve as the building blocks for successful reading comprehension and are essential for future academic success. This data set demonstrates the need for further training and professional development for early literacy training for our staff, and more intervention support for our most struggling students.

In image 9, you see Great Valley's 1st grade students compared to the other schools in the district on the winter Kindergarten Foundational Skills Assessment. Students showed an increase in % of students who met proficiency in the areas of listening comprehension, and picture vocabulary. The students showed a decrease in the % of students who met proficiency in the area of phonological awareness and phonics/word recognition. In image 10, you see a pie chart illustrating how all of the Great Valley 1st grade students performed in each of the foundational skills area. You can see that 49% of the students fell below the proficiency level in Phonological Awareness, 53% of students fell below in Phonics/Word Recognition, 54% fell below proficiency in Listening Comprehension, and 46% in Picture Vocabulary. This data set demonstrates the need for further training and professional development for early literacy training for our staff, and more intervention support for our most struggling students.

Overall, the data demonstrates that Great Valley students are underperforming in the area of English Language Arts with 63.4% of students performing below the proficiency level as measured by the Smarter Balanced assessment. On the NWEA MAP assessment, the achievement data consistently demonstrates a ranking of 35%-37% consistently, and our growth data falls below average with an average of approximately 44%.

To create an effective instructional there must be an effective framework put into place using a Multi-Tiered System of Supports. This framework is data-based problem solving and decision-making and is practiced across all levels of the educational system for supporting students. In order to enhance student learning it is vital that there is a Response to intervention put into place. Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school. It is a multi-tiered approach for delivering instruction through increasingly intensive levels of interventions. It serves two primary purposes: To provide early intervening services to struggling students. To identify students with learning disabilities.

To support teachers in a Multi-Tiered System of Supports, the following plan will be implemented in English Language Arts:

Tier 1: Great Valley's Instructional Leadership Team has met throughout the year to engage in data conversations. This team meets weekly with their grade level teams, and monthly with the school team which also includes special education teachers, administration and the school's instructional specialist, to have data driven discussion about student learning. In order to support student learning, the Instructional Leadership Team (ILT) has determined that there is a need for differentiated professional development in effective Tier 1 instruction, base curriculum and how to effectively engage in Professional Learning Community dialogue. This determination is based on the fact that over the course of the last two years, Great Valley has had fifteen new teachers join the staff, many of whom are new to the profession. In the next school year, there will be an additional 3-5 new teachers join the staff. There is a need to make sure that we provide them the support and training needed to ensure that they understand the school goals, MTSS, RTI and how to effectively engage in PLCs.

In order for professional development to be successful, the following criteria need to take place:

- 1.Focus on teaching strategies associated with specific curriculum content.
- 2.Incorporate active learning to get hands-on experience in designing and practicing teaching strategies.
- 3.Support collaboration with other teachers, members of teaching staff and paraprofessionals.
- 4.Uses models of effective practice.
- 5.Provide coaching and expert support.
- 6.Offer opportunities for feedback and reflection.
- 7.Is of sustained duration.

To ensure that the professional development is successful and improve literacy instruction, new teachers need to receive in depth training and coaching in the Tier 1 ELA Base Curriculum and Signature Strategies. The veteran staff needs to receive training on the intervention and support materials included within the ELA Base Curriculum to ensure that an effective Tier 2 is happening in the classrooms during core instruction time. The ILT has determined that the most effective training is when the professional development is followed by in person coaching with modeling, observation and immediate feedback. (Criteria 1,2,4,6) Tier One professional development and training will remain an area of focus throughout this plan for the 3-year cycle. (Criteria 7). The goal for the professional development in the Base curriculum is to see and increase in effective teaching strategies as measured in Learning Walks and student performance on grade level standards.

In addition to the need for differentiated professional development in Tier One instructional practices, the ILT determined there is a need for differentiated training in Professional Learning Communities as well. The newer staff members will receive training on site training on how to engage in effective PLCs through book study, and the ILT will attend a conference in the fall, "Literacy in a PLC Team". This conference will help to improve literacy instruction. As leaders of the learning, they will bring back this information and train the rest of the teaching staff. (Criteria 3) The goal of the PLC conferences and training will be to help increase the effectiveness of collaboration and grade level meetings as measured by the Solution Tree Survey, Simplifying RTI culture which will increase academic achievement.

Tier 2: To improve literacy and accelerate learning, a three-pronged approach to intervention and enrichment will be implemented: Access Time, a primary and intermediate teacher will provide additional, targeted support to our students who are struggling in foundational reading and writing skills, and after school standards-driven, targeted tutorials will be offered for students in Grades 2-8.

At the onset of the school year, a grade level screener will be given to all students to determine if a student has the foundational skills needed to be successful for the grade level. Through the PLC process, initial groups will be formed, and Access time will begin in the first month of school. Access cycles will run for 4-6 weeks throughout the year with teachers continuing to review student data, both formal and informal, to regroup students. The goal of Access time is to ensure that students have equal and equitable opportunities to fully learn grade level standards and support student success. Access time will be delivered 30 minutes per day, five days per week.

To enhance student learning in Tier 1 and increase early literacy skills, the primary intervention teacher, along with the instructional specialist, will provide a more intensive support to students in grades K-3 who are performing in the red band on the NWEA MAP Reading Fluency assessment. Foundational Reading Skills serve as the building blocks for successful reading comprehension and are essential for future academic success. There is a wave of evidence on the principles of explicitly and systematically teaching all of the foundational skills. Phonological awareness is essential for reading because written words correspond to spoken words. Readers must have awareness of the speech sounds that letters and letter combinations represent in order to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling) (Moats, 2010). Great Valley's data demonstrates that our students are performing the lowest in the areas of reading and writing. Strong reading skills are critical for academic success. Reading is important for students as it helps improve their writing skills and enhances their understanding of various subjects. It is imperative that our K-2 students receive the foundational skills necessary to teach them to independently engage with print to be successful in both college and career readiness. Mastering this skill begins the process of

automatically recognizing words, which frees readers to think about what they read. The primary intervention teacher will collaborate with the K-3 teachers in PLCs to enhance the Tier 1 instructional program and provide a more intense targeted intervention in early literacy skills. The Spring NWEA Reading Fluency Assessment will be used to create the initial grouping, and student progress will be monitored on the NWEA platform. The goal of the primary intervention teacher will be to decrease the percentage of students who are entering Grade 4 without the foundational skills necessary to read and write fluently.

To enhance student learning in Tier 1 instruction in literacy skills needed to read with comprehension, an intermediate intervention teacher will provide a more intensive supports to students in grades 4-8 who are performing in the red band on the NWEA MAP assessment and are determined to not be able to read or write fluently. The curriculum in grades 4–8 and beyond requires the ability to read and understand increasingly complex texts. Recent research has demonstrated success in improving the reading level of students in grades 4–8 with reading difficulties. This practice guide, developed by the What Works Clearinghouse™ (WWC) in conjunction with an expert panel, distills this contemporary research into easily comprehensible and practical recommendations for educators to use when providing reading interventions. The recommendations outline evidence-based practices that can help teachers meet the needs of their students with reading difficulties. Recommendation 1 and Recommendation 2 focus on practices to improve students’ ability to read words accurately and automatically, while Recommendation 3 and Recommendation 4 focus on practices for helping students to understand the text they read. Each of these recommendations helps improve reading and comprehension. The primary intervention teacher will collaborate with the teachers to enhance the Tier 1 instructional program and Access time to provide targeted instruction in the early literacy skills need for the school success. Student progress will be monitored on the NWEA platform. The goal of the intervention teacher for grades 4-8 will be to decrease the percentage of students who are entering high school without the comprehension skill necessary to understand complex texts.

To enhance student learning in Tier 1 instruction in basic reading comprehension, Students in grades 2nd-8th who performed in the orange performance band on the NWEA Assessment Summary for reading will be identified and attend an afterschool tutorial which will target specific standards to help them move into the yellow performance band. Edmentum Pre/Post assessments will be used to monitor student progress. The data will be reviewed by the grade level PLC team to track individual student progress. The goal of the tutorials will be to decrease the percentage of students performing in the orange performance band and increase the percentage of students who are performing in the yellow and green performance bands in reading.

Students will continue weekly visits to the library to promote literacy and the opportunity to check out books at their independent reading level. The school librarian will provide displays of culturally diverse books that are relevant to students' interest. The librarian will read aloud to student groups who visit the library to serve as a model reader and encourage students to read by offering rewards to students who complete literacy challenges.

At our community meeting held on April 8th with the ILT, SSC, and ELAC data was reviewed. A recommendation was made that the school purchase a schoolwide license for the digital reading platform, EPIC to enhance the school's literacy program. By providing students in grades K-6 with the ability to access the platform from home, students will be able to read a variety of books at their independent level to encourage reading outside of the school day. Epic books for kids provide 40,000 high quality children’s books in the form of eBooks. The digital library of high-quality picture books, chapter books, and middle grade books, many of which are award-winning books from a variety of publishers, continues to grow with children’s books for all ages and reading levels. Students will have an increased number of books they able to read books at their independent, or interests level. To enhance the Tier 1 base curriculum, teachers will also be able to create a library of books for students as an extension read to support the content being taught in the classroom. The platform will be an additional resource for teachers in grades K-6 to promote and expose students to more scientific non-fiction text. The platform also allows for reading scaffolds for students who may need the additional supports in reading, such as a narrator.

At the community meeting, it was determined that incentives are a great way to encourage students to learn and keep them engaged. Both staff and parents agreed that setting goals for students to achieve and providing them and

extrinsic reward is motivational both at home and in the classroom. Great Valley will continue to offer incentives to students to encourage and enhance literacy. Rewards will be provided to students in multiple areas of literacy achievement.

By implementing this strategic plan with a focus on targeted interventions, professional development, collaborative structures, digital resources, after-school support, and incentives, the school aims to significantly improve literacy outcomes for all students in grades K-8, engage parents in supporting literacy development, and create a culture of literacy excellence.

Student Need 1:

The majority of students in Grades Kinder through 8th are performing below the 80% proficiency level in English Language Arts, with Reading and Writing being the lowest area of performance.

SMART Goal 1

Achieve a minimum increase of 15% in reading and writing assessments for all students by the end of the 2026-2027 school year as measured by the ELA CAASPP standardized assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Utilize a K-3 Intervention Teacher & Instructional Specialist to provide an intensive intervention approach, targeting the foundational skills needed in phonological awareness phonics/word recognition for students identified as below grade level expectations in the Foundational Skills Performance Breakdown on the NWEA MAP Reading Fluency Assessment given in grades K-3, to enhance Tier 1 instruction.	Edmentum Pre/Post test # of students demonstrating understanding from pre to post test on targeted skills	Edmentum Pre Test-TBD 2nd 3rd 4th 5th 6th 7th 8th				Time Money People

<p>Implement Afterschool Tutorials targeting 2nd-8th graded students who scored in the orange performance band on Fall Map</p>	<p>Edmentum Pre/Post test # of students demonstrating understanding from pre to post test on targeted grade level standards.</p>	<p>Edmentum Pre Test-TBD 2nd 3rd 4th 5th 6th 7th 8th</p>				<p>Time Money People</p>
<p>Using the EPIC Home/School platform for K-6 students we will increase students reading outside of school hours and have additional resources to support Tier 1 instruction which will increase literacy skills.</p>	<p>Usage Data and engagement metrics for the EPIC digital platform. % of students using the platform as a reading resource at home.</p>	<p>Spring 2024 Baseline Survey: K 1 2 3 4 5 6 7 8</p>				<p>Time Money People</p>
<p>Strengthen grade level PLCs focused on standards-based literacy instruction to foster collaboration, sharing of best practices and data analysis to strengthen foundational reading skills and comprehension.</p>	<p>Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.</p>	<p>Spring 2024 Baseline: 1. Our School Supports and appreciates staff sharing new Ideas: 69% 2. When something at our school is not working, our staff predict and prevent rather than react and repair: 9% 3. Our school schedule includes frequent collaboration opportunities for teachers as well as staff: 22% 4. Staff use team time to work as collaborative teams rather than as</p>				<p>Time Money People</p>

		<p>separate individuals: 78%</p> <p>5. Our teams write norms or commitments that govern their work with each other, and they review, and revise norms as needed: 53%</p> <p>6. Our school enjoys a rich and robust tradition of rituals and celebrations that honor the work of teams as well as individuals: 28%</p> <p>7. It is evident that learning for all is our core purpose as a school: 75%</p> <p>8. Our staff believe that all students are capable of learning at high levels: 69%</p> <p>9. Our staff believe that what we do can overcome the effects of poverty, language barriers, and poor parenting: 31%</p> <p>10. Our staff believe that it is our responsibility to help all students become successful, even if the</p>				
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		cause of challenges originates outside of school: 69%				
Using Professional Development & Training for staff focused on effective reading and writing instruction strategies to improve literacy instruction.	Learning walk data % of teachers using strategies learned at professional development.	2023-24 Learning Walk Data Evidence of Essential Standards being taught: 67.25% Evidence of Core/Base Curriculum: 88% Evidence of Foundations (K-3 Classrooms): 91% Evidence of Questioning & Thinking Strategies: 39% Evidence of Collaborative Conversations: 20% Evidence of Anchor Charts: 69% Evidence of ELL Supports (integrated): 69% Evidence of ELD curriculum (designated): 76%				Time Money People
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey % of students stating incentive-built confidence, motivation, and skills in reading and writing.	To be determined on Fall Baseline Student Survey.				Time Money People

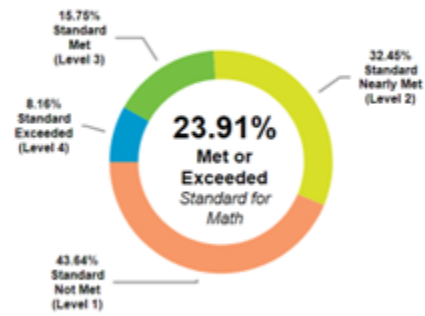
Improve the library with culturally relevant books based on student interest.	Student Survey-waiting on feedback from the DO	To be determined 2024-2025. Student book interest survey.				Time Money People
		.				Time Money People

Progress Monitoring

Progress Monitoring

Mathematics

Percent of students within each achievement level



Mathematics Area Achievement Level Descriptors

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	7.37%	18.18%	5.71%	5.77%	8.70%	9.18%	N/A	7.79%
Near Standard	31.58%	39.38%	43.81%	44.23%	52.17%	42.86%	N/A	42.88%
Below Standard	61.05%	50.51%	50.48%	50.00%	39.13%	47.96%	N/A	49.51%

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	9.47%	4.34%	7.82%	5.71%	13.91%	7.14%	N/A	8.10%
Near Standard	37.09%	45.45%	48.57%	42.86%	49.57%	59.18%	N/A	47.33%
Below Standard	52.83%	50.51%	43.61%	51.43%	36.52%	33.67%	N/A	44.57%

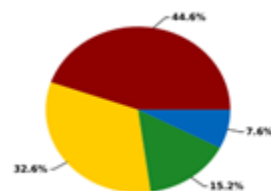
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	4.21%	5.05%	5.71%	7.82%	8.70%	9.18%	N/A	6.81%
Near Standard	54.74%	52.53%	56.19%	59.65%	64.35%	62.24%	N/A	58.35%
Below Standard	41.05%	42.42%	38.10%	33.33%	26.96%	28.57%	N/A	34.83%

Projected to: CA-Smarter Balanced Assessment Consortium taken in spring

View Linking Study <https://www.nesra.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	92	36	39.1%	27	29.3%	25	27.2%	4	4.3%
3	114	58	50.9%	30	26.3%	19	16.7%	7	6.1%
4	104	48	46.2%	43	41.3%	9	8.7%	4	3.8%
5	96	52	54.2%	27	28.1%	11	11.5%	6	6.2%
6	106	56	52.8%	33	31.1%	15	14.2%	2	1.9%
7	103	42	40.8%	40	38.8%	15	14.6%	6	5.8%
8	122	37	30.3%	40	32.8%	18	14.8%	7	5.7%
Total	737	329	44.6%	240	32.6%	112	15.2%	56	7.6%





Data

Data Analysis

Strategic Plan for Improving Math Skills in Grades K-8

Increase math proficiency in grades K-8 within the next academic year through targeted interventions, professional development using the PEBC math workshop model, collaborative structures such as PLCs, after-school tutoring, and an incentive program.

During the 2022-23 school year, Great Valley learned that it exited Comprehensive School Intervention (CSI) based on growth from the previous school year. The staff contributed the progress to the focusing on tightening up their PLC discussions, learning to use Anchor Charts effectively, and the focus was on ELA instruction. Throughout the year, 2022-23 school year, the instructional staff received professional development from both the district and site with a focus on English Language Arts. During the 2023-24 school year, the district and site focus shifted to mathematics professional development and training with PEBC focusing on the Workshop Model. This shift coupled with an emphasis on Thinking & Questioning Strategies has shown progress in student learning based on the NWEA MAP scores. But, overall, students are still performing below the expected 80% proficiency level which means Tier 1 instruction and Tier 2 interventions in Mathematics still need to be addressed. The following summary explains the year-to-date outcome and the plan to improve student learning.

In image 1 is a snapshot of Great Valley's 2022-23 CAASPP results from the California Department of Education's (CDE's) Data Quest website. You can see that 23.91% of Great Valley students met or exceeded grade level standards in Math. This is a decrease of approximately 3% from the 2022-23 school year (20.75%) The percentage of students, 43.64%, did not meet grade level standards while 32.45 nearly met standards.

In image 2 you see the breakdown of the strands that are assessed in Math: Concepts & Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning. The data set illustrates that overall students who are scoring above standard in each strand is 6%-8% with all other students in all grade levels falling into the nearly met or below standard areas. This data from Image 1 and 2 emphasizes that there is a need for training in how to use the Board adopted curriculum with fidelity and the need for training in effective Tier 1 instruction, with an emphasis on mathematical practices.

During the course of the 2023-24 school year, Great Valley students were given the NWEA MAP assessment to monitor both achievement and projected growth targets. In image 3, you will see the Winter 2024 Math Spring Projected Proficiency on the Smarter Balanced Assessment is 22.8% which is a slight decrease from the 22-23 Smarter Balanced assessment; however, it should be noted that number could change based on the Spring Assessment which has not been taken yet this school year. Nevertheless, an assumption that there is a need for both training in how to

use the Board adopted curriculum with fidelity and the need for effective Tier 1 instruction, with an emphasis on mathematical practices.

In image 4, we see an illustration of the schoolwide NWEA MAP growth and achievement. Students ranked in the 56th percentile for growth on the Winter assessment, and the 34th percentile for achievement. It is important to note that Great Valley's goal was to focus on growth, and teachers have received professional development throughout the 2023-24 school year, and students are showing growth.

In images 5 and 6, you will see the NWEA MAP growth chart that demonstrates how the students in each grade level progressed toward meeting the Projected Growth Target as defined by the nationwide norms determined by NWEA. The goal is for each bar graph to encapsulate the diamond, or "swallow the diamond." As you can see all grade levels touched or almost completely "swallowed the diamond". The students who showed the highest amount of growth was in grade 8 with 90/118, or 84%, of the students making their target. The second-grade level with the highest amount of growth was 2nd with 5/83, or 66% of the students making their projected growth targets. All of the other grade levels had high margins of growth ranging from 41%-59% of the students making their Projected Groth Targets. With the percentage of students demonstrating growth in their learning in math, it is important for Great Valley teachers to continue to receive professional development in mathematical practices.

Overall, the data demonstrates that Great Valley students are underperforming in the area of Mathematics with 76.9% of students performing below the proficiency level as measured by the Smarter Balanced assessment. On the NWEA MAP assessment, the achievement data consistently demonstrates a ranking of 30%-33% consistently, and our growth data falls into the average range with 56%.

To create an effective instructional there must be an effective framework put into place using a Multi-Tiered System of Supports. Thiis framework is data-based problem solving and decision-making and is practiced across all levels of the educational system for supporting students. In order to enhance student learning it is vital that there is a Response to intervention put into place. Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school. It is a multi-tiered approach for delivering instruction through increasingly intensive levels of interventions. It serves two primary purposes: To provide early intervening services to struggling students. To identify students with learning disabilities.

To support teachers in a Multi-Tiered System of Supports, the following plan will be implemented in Mathematics:

Tier 1: Great Valley's Instructional Leadership Team has met throughout the year to engage in data conversations. This team meets weekly with their grade level teams, and monthly with the school team which also includes special education teachers, administration and the school's instructional specialist, to have data driven discussion about student learning. In order to support student learning, the Instructional Leadership Team (ILT) has determined that there is a need for differentiated professional development in effective Tier 1 instruction, base curriculum and how to effectively engage in Professional Learning Community dialogue. This determination is based on the fact that over the course of the last two years, Great Valley has had fifteen new teachers join the staff, many of whom are new to the profession. In the next school year, there will be an additional 3-5 new teachers join the staff. There is a need to make sure that we provide them the support and training needed to ensure that they understand the school goals, MTSS, RTI and how to effectively engage in PLCs.

In order for professional development to be successful, the following criteria need to take place:

- 1.Focus on teaching strategies associated with specific curriculum content.
- 2.Incorporate active learning to get hands-on experience in designing and practicing teaching strategies.
- 3.Support collaboration with other teachers, members of teaching staff and paraprofessionals.
- 4.Uses models of effective practice.
- 5.Provide coaching and expert support.
- 6.Offer opportunities for feedback and reflection.
- 7.Is of sustained duration.

To ensure that the professional development is successful and improve math instruction, new teachers need to receive in depth training and coaching in the Tier 1 Math Base Curriculum and Signature Strategies. The veteran staff needs to receive training on the intervention and support materials included within the Math Base Curriculum to ensure that an effective Tier 2 is happening in the classrooms during core instruction time. The ILT has determined that the most effective training is when the professional development is followed by in person coaching with modeling, observation and immediate feedback. (Criteria 1,2,4,6) Tier One professional development and training will remain an area of focus throughout this plan for the 3-year cycle. (Criteria 7). The goal for the professional development in the Base curriculum is to see and increase in effective teaching strategies as measured in Learning Walks and student performance on grade level standards.

Tier 2: To improve literacy and accelerate learning, a three-pronged approach to intervention and enrichment will be implemented: Access Time, a primary and intermediate teacher will provide additional, targeted support to our students who are struggling in foundational math skills, and after school standards-driven, targeted tutorials will be offered for students in Grades 2-8.

At the onset of the school year, a grade level screener will be given to all students to determine if a student has the foundational skills needed to be successful for the grade level. Through the PLC process, initial groups will be formed, and Access time will begin in the first month of school. Access cycles will run for 4-6 weeks throughout the year with teachers continuing to review student data, both formal and informal, to regroup students. The goal of Access time is to ensure that students have equal and equitable opportunities to fully learn grade level standards and support student success. Access time will be delivered 30 minutes per day, five days per week.

To enhance student learning in Tier 1 and increase early math skills, the primary intervention teacher will provide a more intensive support to students in grades K-3 who are performing in the red band on the NWEA MAP Math assessment. Foundational math skills are the building blocks of mathematical understanding. They provide the necessary groundwork for more advanced concepts and play a crucial role in academic success. Foundational skills needed for success are Counting concrete numbers, comparing numbers using $>$ and $=$, understanding place value, knowing basic addition and subtraction, and simple multiplication and division. It is imperative that our K-3 students receive the foundational skills necessary to teach them to independently engage with numbers to be successful in both college and career readiness. Mastering this skill begins the process of automatically recognizing numbers and their values. The primary intervention teacher will collaborate with the K-3 teachers in PLCs to enhance the Tier 1 instructional program and provide a more intense targeted intervention in early math skills. The Spring NWEA Math assessment will be used to create the initial grouping, and student progress will be monitored on the NWEA platform. The goal of the primary intervention teacher will be to decrease the percentage of students who are entering Grade 4 without the foundational skills necessary to work with numbers fluently.

To enhance student learning in Tier 1 instruction in math, an intermediate intervention teacher will provide a more intensive supports to students in grades 4-8 who are performing in the red band on the NWEA MAP assessment and are determined to not be able understand the foundational skills needed to work with numbers fluently. Learning math in the intermediate grades is important because it provides the necessary prerequisites to learning a higher-level of mathematics. Many students who have not mastered the necessary foundational math skills will develop anxiety in these grades, so it is crucial that the school's instructional program addresses the needs of students. The goal of the intervention teacher for grades 4-8 will be to decrease the percentage of students who are entering high school without the comprehension skill necessary to learn higher level math.

To enhance student learning in Tier 1 instruction in foundational math skills, Students in grades 2nd-8th who performed in the orange performance band on the NWEA Assessment Summary for math will be identified and attend an afterschool tutorial which will target specific standards to help them move into the yellow performance band. Edmentum Pre/Post assessments will be used to monitor student progress. The data will be reviewed by the grade level PLC team to track individual student progress. The goal of the tutorials will be to

decrease the percentage of students performing in the orange performance band and increase the percentage of students who are performing in the yellow and green performance bands in math.

At our community meeting held on April 8th with the ILT, SSC, and ELAC data was reviewed. A recommendation was made that the school purchase a schoolwide license for the digital math program for students to access at home that would encourage and motivate students to learn. The Instructional Leadership Team will be researching educational platforms that would be engaging for students in math.

At the community meeting, it was determined that incentives are a great way to encourage students to learn and keep them engaged. Both staff and parents agreed that setting goals for students to achieve and providing them and extrinsic reward is motivational both at home and in the classroom. Great Valley will continue to offer incentives to students to encourage and enhance math achievement. Rewards will be provided to students in multiple areas of mathematical achievement.

By implementing this strategic plan with a focus on targeted interventions, professional development, collaborative structures, after-school support and incentives, the school aims to significantly enhance math skills among students in grades K-8, leading to improved academic performance and success in math.

Student Need 2:

Students in Grades Kinder through 8th are performing below the 80% proficiency level in Math in all areas.

SMART Goal 1

Achieve a minimum increase of 15% in math assessments for all students by the end of the 2026-2027 school year as measured by the Math CAASPP standardized assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Afterschool Tutorials targeting 2nd-8th graded students who scored in the orange performance band on Fall Map	Edmentum Pre/Post test # of students demonstrating understanding from pre to post test on targeted grade level standards.	Edmentum Pre Test-TBD 2nd 3rd 4th 5th 6th 7th 8th				Time Money People
Using Professional Development & Training of staff members we will increase the use of effective instructional practices for classroom.	Learning walk data % of teachers using strategies learned at professional development.	2023-24 Learning Walk Data Evidence of Essential Standards being taught: 67.25%				Time Money People

		<p>Evidence of Core/Base Curriculum: 88%</p> <p>Evidence of Foundations (K-3 Classrooms): 91%</p> <p>Evidence of Questioning & Thinking Strategies: 39%</p> <p>Evidence of Collaborative Conversations: 20%</p> <p>Evidence of Anchor Charts: 69%</p> <p>Evidence of ELL Supports (integrated): 69%</p> <p>Evidence of ELD curriculum (designated): 76%</p>				
<p>Strengthen grade level PLCs focused on standards-based math instruction to foster collaboration, sharing of best practices and data analysis to strengthen foundational math skills and mathematical practices.</p>	<p>Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.</p>	<p>Spring 2024 Baseline:</p> <p>1. Our School Supports and appreciates staff sharing new Ideas: 69%</p> <p>2. When something at our school is not working, our staff predict and prevent rather than react and repair: 9%</p> <p>3. Our school schedule includes frequent collaboration opportunities for teachers as well as staff: 22%</p> <p>4. Staff use team time to</p>				<p>Time Money People</p>

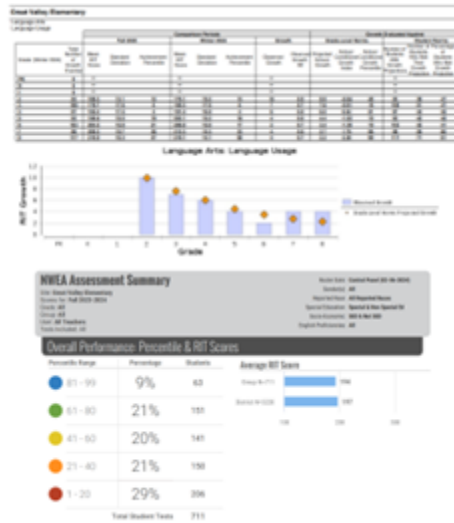
		<p>work as collaborative teams rather than as separate individuals: 78%</p> <p>5. Our teams write norms or commitments that govern their work with each other, and they review, and revise norms as needed: 53%</p> <p>6. Our school enjoys a rich and robust tradition of rituals and celebrations that honor the work of teams as well as individuals: 28%</p> <p>7. It is evident that learning for all is our core purpose as a school: 75%</p> <p>8. Our staff believe that all students are capable of learning at high levels: 69%</p> <p>9. Our staff believe that what we do can overcome the effects of poverty, language barriers, and poor parenting: 31%</p> <p>10. Our staff believe that it is our responsibility</p>				
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		to help all students become successful, even if the cause of challenges originates outside of school: 69%				
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey to get feedback on measuring their confidence, motivation, and skills in Math. % of students	To be determined on Fall Baseline Student Survey.				Time Money People
Primary Intervention Teacher will work along with the interventions specialist to provide personalized math interventions for students targeting the foundational skills needed be fluent with numbers as identified as below proficiency levels on the fall MAP assessment.	Edmentum Pre/Post test # of students demonstrating understanding from pre to post test on targeted skills	Edmentum Pre Test-TBD 2nd 3rd 4th 5th 6th 7th 8th				Time Money People
						Time Money People

Progress Monitoring

Progress Monitoring





Data

Data Analysis

Strategic Plan for Improving Language Skills in ELA for Grades K-8. The goal is to Increase language proficiency in MAP Language for grades K-8 by 20% within the next academic year through targeted professional development, collaborative structures such as PLCs, and an incentive program focused on language skills.

The following summary explains the 2023-24 NWEA MAP outcomes and the plan to improve student learning.

Image 1 is an illustration of the Winter MAP language achievement of students in grades 2-8. Great Valley fell into the 40% for achievement school wide.

In image 2 is an illustration of the Winter MAP language achievement of students in grades 2-8. As you can see there was a wide range of achievement levels from the lowest percentile ranking in 4th grade performing in the 27th percentile to the highest percentile ranking in 8th grade performing in the 56th percentile for achievement.

In image 3 is an illustration of the percentage of students who made their growth targets in language. The goal is for each bar graph to encapsulate the diamond, or "swallow the diamond." You can see that students in grades 7 & 8 demonstrated the highest growth with 60%-61%centage of students meeting their Language Growth targets. Students in grade 6 demonstrated the lowest growth with 41%centage of students meeting their Language Growth targets.

Image 4 illustrates the overall percentile and RIT scores of the Great Valley Students in comparison to the District Average. The average RIT score for the district was 197 with Great Valley students performing slightly lower with 194. Great Valley had 212/701 or 30% of its students in Grades 2-8 perform in the proficient or advanced bands. This means 70% of the Great Valley students in Grades 2-8 are performing below the proficiency levels in the area of language.

This data demonstrates a need for Great Valley to increase instructional practices to improve in the area of Language.

In order to achieve this goal, Great Valley will:

Analyze current language skills assessment data to identify proficiency levels, strengths, and areas needing improvement in reading and writing across grade levels.

Conduct targeted professional development sessions for ELA teachers focused on evidence-based language instruction strategies vocabulary development and grammar instruction.

Establish grade-level or content-area PLCs focused on language instruction in ELA to facilitate collaboration, sharing of best practices, and data analysis.

Use PLC meetings to review student progress, discuss instructional strategies, and develop interventions for students who require additional support.

Offer incentives such as book rewards, recognition ceremonies, or special privileges for students who demonstrate progress or achieve proficiency targets.

By implementing this strategic plan with a focus on professional development, collaborative structures, and incentives, the school aims to significantly enhance language proficiency among students in grades K-8, leading to improved performance in ELA and overall academic success.

Student Need 3:

The majority of Great Valley students are performing below the proficiency level in Language.

SMART Goal 1

Achieve a minimum of 15% increase in students demonstrating proficiency in language RIT bands by the end of the 2026-2027 school year as measured by the MAP language assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Strengthen grade level PLCs focused on standards-based literacy instruction to foster collaboration, sharing of best practices and data analysis.	Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.	Spring 2024 Baseline: 1. Our School Supports and appreciates staff sharing new Ideas: 69% 2. When something at our school is not working, our staff predict and prevent rather than react and repair: 9% 3. Our school schedule includes frequent collaboration opportunities for teachers as well as staff: 22% 4. Staff use team time to work as collaborative				

		<p>teams rather than as separate individuals: 78%</p> <p>5. Our teams write norms or commitments that govern their work with each other, and they review, and revise norms as needed: 53%</p> <p>6. Our school enjoys a rich and robust tradition of rituals and celebrations that honor the work of teams as well as individuals: 28%</p> <p>7. It is evident that learning for all is our core purpose as a school: 75%</p> <p>8. Our staff believe that all students are capable of learning at high levels: 69%</p> <p>9. Our staff believe that what we do can overcome the effects of poverty, language barriers, and poor parenting: 31%</p> <p>10. Our staff believe that it is our responsibility to help all students</p>				
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		become successful, even if the cause of challenges originates outside of school: 69%				
Using Professional Development & Training of staff members we will increase the use of effective instructional practices for classroom instruction.	Learning walk data % of teachers using strategies learned at professional development.	2023-24 Learning Walk Data Evidence of Essential Standards being taught: 67.25% Evidence of Core/Base Curriculum: 88% Evidence of Foundations (K-3 Classrooms): 91% Evidence of Questioning & Thinking Strategies: 39% Evidence of Collaborative Conversations: 20% Evidence of Anchor Charts: 69% Evidence of ELL Supports (integrated): 69% Evidence of ELD curriculum (designated): 76%				
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey to get feedback on measuring their confidence, motivation, and skills in Math. % of students	To be determined in the 2024-25 school year.				

Progress Monitoring

Progress Monitoring



District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

Site Tier 1, 2, and 3 Goals

Increase Safety

Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.32	3.94	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

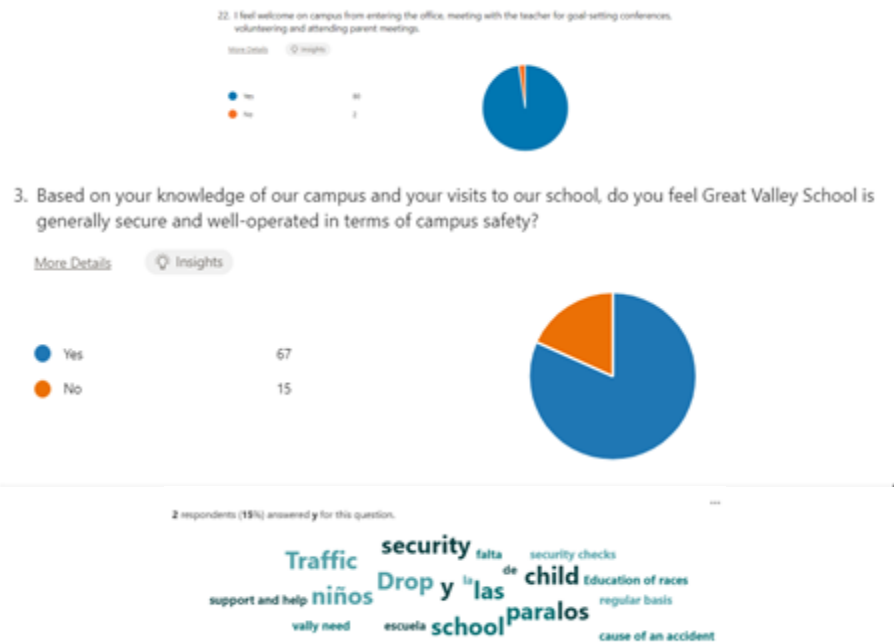
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

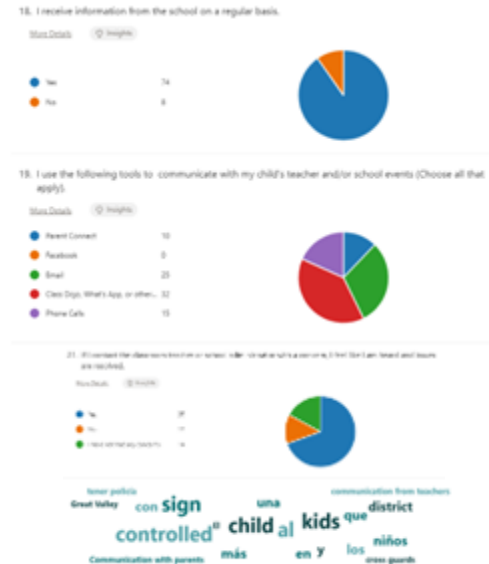
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	8.50	4.96	3.60
Expulsions	0.30	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	962	242	25.2

Female	484	464	110	23.7
Male	515	497	132	26.6
American Indian or Alaska Native	6	6	0	0.0
Asian	114	109	22	20.2
Black or African American	153	144	56	38.9
Filipino	76	72	5	6.9
Hispanic or Latino	556	537	131	24.4
Native Hawaiian or Pacific Islander	21	21	8	38.1
Two or More Races	39	38	6	15.8
White	35	35	14	40.0
English Learners	358	352	66	18.8
Foster Youth	15	13	3	23.1
Homeless	108	95	30	31.6
Socioeconomically Disadvantaged	737	708	192	27.1
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	144	141	43	30.5





Data Analysis

Strategic Plan for Increasing School Connectedness:

Goal: Improve School Connectedness by fostering a sense of belonging engagement and community among students and parents.

During the 2023-24 school year, Great Valley did not have a goal to increase school connectedness; however, it is apparent through safety surveys that were given to parents and students and community meetings that were held, there is an issue that needs to be addressed to improve school culture. The majority of parents and students who responded to the surveys do not feel safe or worry about safety on campus. There are several factors contributing to the concerns for safety: adult supervision, fencing and gates, traffic flow, discipline, communication, and the opportunities for students and parents to be involved on campus with a variety of activities. The following summary explains the data that was collected; however, there is a need to improve the survey questions and the ways to reach more families to get more feedback in the future.

Image 1 addresses how welcome parents feel on campus. 80/82 or 98% of the parents who responded feel welcome on campus from entering the office, meeting with the teacher for goal-setting conferences, volunteering and attending parent meetings.

Image 2 addresses how parents feel about overall school safety. 67/82 or 82% of parents who responded feel Great Valley Elementary School is generally secure and well-operated; however, this means that 18% of the parents who responded do not. Parents who reported that they do not feel that the campus is safe were asked to identify what the school needs to be safer. In image 3, you see the responses were that there needs to be more campus security and help with traffic flow.

In image 3, 74/82 or 90% of the parents who responded said they receive information from the school on a regular basis. These respondents reported that What's App/Class Dojo is the most frequently used, followed by emails, phone calls, and Parent Connect. 0/82 parents who responded use the school's Facebook page as a method to receive communication.

Image 4 illustrates if parents feel that issues are resolved when they inform the teacher or administrator that there is an issue with their child. 14/82 or 17% stated that they have had no problems to report, 57/82 or 70% feel like their issues are heard and/or resolved and 11/82 or 13% do not feel like their issues are not heard or resolved.

Image 5 illustrates additional safety suggestions that were given by parents. The most common suggestions have to do with more supervision, help with traffic congestion and communications with parents.

Image 6 addresses how comfortable students feel with teachers and staff on campus when they have a problem. 276/414 or 67% of the students who responded feel comfortable telling their teacher if they are having a problem and know they will help them figure it out, and 257/414 or 62% of the students who responded feel comfortable telling another staff member and know they will help them figure it out. This means 33%-38% of the Great Valley students do not feel comfortable seeking out help from an adult on campus.

On Thursday, April 18, 2024, the 8th Grade Student Leadership class met with the administration team to discuss the student survey and to provide input as to how to make the school experience for students better. The students expressed that they feel that there needs to be stricter consequences for students who exhibit unsafe behaviors. They also shared that they were the first class that missed out on Science Camp, and they felt like they really missed out on an important experience in their education. They suggested ensuring that students get to go to science camp and experience other field trips. They stated that the school should have more student activities such as dances, socials, clubs, sports and activities. In addition, they stated that incentives are very important and suggested bringing back colored bands other prizes that had been rewarded prior to COVID.

This data demonstrates a need for students and parents to feel more connected to the school. In order to achieve this goal, Great Valley will:

Conduct a survey or assessment to understand current levels of school connectedness among students and parents. Collect baseline data on student participation in school activities and parent involvement in school events.

Expand the variety of student activities offered, including clubs, sports, arts programs, community service initiatives, and academic competitions.

Ensure that activities cater to diverse interests and talents to encourage greater participation.

Create opportunities for student leadership roles within school activities and clubs, empowering students to take ownership and contribute to the school community.

Provide training and support for student leaders to develop leadership skills and organize successful events.

Improve communication channels between the school and parents, including newsletters, social media, website updates, and direct communication platforms.

Ensure that information about school events, activities, and opportunities for parent involvement is easily accessible and well-publicized.

Organize parent workshops, information sessions, and open houses to increase parent understanding of school programs, policies, and resources.

Encourage parent participation in school events, volunteering opportunities, and parent-teacher association (PTA).

Strengthen and improve the Junior High electives.

Implement an incentive program to motivate students to participate in school activities and parents to get involved in school events.

Offer incentives such as recognition, certificates, prizes, or special privileges for active participation and contributions.

By implementing this strategic plan with a focus on diversifying activities, promoting student leadership, enhancing communication, fostering parent engagement, and implementing incentives, Great Valley aims to create a more connected and vibrant school community that supports student success and wellbeing.

Student Need 1:

Students and parents need to feel more connected to Great Valley Elementary School.

SMART Goal 1

By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase the opportunities for students through events, special activities, educational excursions outside of the instructional day.	#of opportunities for students #of students attending opportunities as measured by QR Code/sign in sheets	2023-24 Baseline School events: 4 Clubs: 2 Educational Excursions: 1				Time Money People
Increase and improve outreach efforts using the Outreach assistant to improve attendance and involvement in school events, workshops, and PTA meetings.	#of opportunities for parents #of parents attending opportunities as measured by QR Code/sign in sheets	TBD 2024-25 school year. tracking sheet for parent events offered.				Time Money People
Increase the positive perception of school connectedness and engagement.	Feedback surveys from students % of student that report being engaged and socially connected to school as measured by the SEL Baseline Student Survey	% of students:				Time Money People
Increase the number of student leadership opportunities created and filled within school activities.	# of leadership opportunities for students. # of students participating opportunities as measured by QR Code/sign in sheets.	2023-24 Leadership Opportunities 2 events				Time Money People
Increase the amount of communication reach and effectiveness.	# of website updates # of Social Media posts # of Newsletter open rates # of Peachjar posts # BlackBoard Messages	2023-24 Baseline Website Updates: 0 Social Media Posts: 64 SMORES Newsletters: 2 Peach Jar:				Time Money People

		BlackBoard: 99 Peachjar:				
Strengthen and improve Academic Incentive Program to encourage and motivate students to participate in school activities.	qualitative feedback on motivational levels via student survey	TBD 2024-25 school year. Student survey designed specifically for this action.				Time Money People
Increase the opportunities for students through events, special activities, electives, arts programs, and educational excursions during the instructional day.	#of opportunities for students	2023-24 Baseline School events: 1 Assemblies: 1 Educational Excursions: 2 Special Activities: 1				Time Money People
Strengthen and improve Junior High electives to improve school connectedness by allowing students to choose their own elective.	Student Survey % of students reporting that choosing an elective made them feel more empowered about their learning	Spring 2024 Baseline: 5%				Time Money People
Continue and improve the arts in Grades 1-6 by providing Artists in Residence Art Program.	TBD	TBD				Time Money People
Increase the positive perception of school connectedness and engagement.	Feedback surveys from parents % of parents that report an overall positive perception of school	TBD 2024-25 school year Parent survey question designed specifically for this action.				

Progress Monitoring

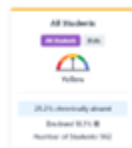
Progress Monitoring

Month/ % Enrollment												
	BL 1	BL 2	BL 3	BL 4	BL 5	BL 6	BL 7	BL 8	BL 9			
TK	94.54	89.67	90.13	84.87	89.81	97.02	91.89	90.05	86.58			
K	91.31	92.25	93.5	88.93	90.04	82.8	91.56	90.85	92.39			
1	93.86	94.32	93.28	92.63	89.79	90.9	91.45	90.64	89.91			
2	95.96	94.6	95.11	94.69	93.68	88.82	92.09	94.3	94.6			
3	94.95	94.32	93.5	93.53	89.76	89.26	92.2	90.89	93.43			
4	94.91	94.91	94.25	93.63	90.91	93.51	94.24	93.71	94			
5	95.81	94.68	95.02	94.63	92.83	89.26	93.99	94.33	94.04			
6	94.02	94.97	94.38	93.2	91.02	92.75	93.83	92.76	93.9			
7	96.14	95.84	93.49	93.12	91.87	91.4	94.08	93.06	95.1			
8	93.95	94.29	95.08	94.54	91.7	93.81	93.98	92.78	92.5			
TK-8	94.88	94.38	93.86	92.84	91.14	91.1	92.86	92.33	93.28			

Homeless												
	BL 1	BL 2	BL 3	BL 4	BL 5	BL 6	BL 7	BL 8	BL 9			
TK	94.34	90.79	91	86.84	93.41	72.41	84.23	94.37	93.87			
K	88.57	94.74	91.88	81.57	85.17	90.91	89.04	88.43	79.49			
1	94.06	96.24	88.57	92	90.87	76.79	90.13	90.18	97.12			
2	92.41	94.33	91.79	93.93	85.03	82.88	89.12	90.37	89.23			
3	94.51	88.04	93.75	93.53	89.96	89.01	95.55	93.99	89.41			
4	94.44	90.03	88.17	94.21	85.01	88.1	95.18	89.78	88.17			
5	92.96	94.3	94.29	89	89.35	89.29	93.86	92.54	94.08			
6	91.95	95.69	88.17	89.95	90.77	79.19	90.79	89.35	91.87			
7	92.63	93.3	92.73	93.18	92.03	92.88	91.58	94.31	89.74			
TK-8	92.87	94.43	91.82	91.28	90.45	86.99	91.48	94.34	89.32			

African/African American												
	BL 1	BL 2	BL 3	BL 4	BL 5	BL 6	BL 7	BL 8	BL 9			
TK	84.17	97.37	92.85	86.21	90	90.49	90	86.49	89.74			
K	95.17	89.84	91.89	87.71	86.18	89.11	84.23	82.79	91.71			
1	92.31	95.55	94.87	95.55	89.43	93	94.98	88.46	94.58			
2	90.99	87.63	84.17	87.84	84.57	88.89	87.89	88.89	85.58			
3	84.89	92.05	91.47	92.11	90.17	93.07	87.89	87.8	90.77			
4	94.77	93.85	91.88	93.82	88.01	95.05	91.58	92.54	91.71			
5	95.67	90.69	96.92	93.12	95.79	97.8	92.31	95.36	95			
6	96.79	94.74	97.58	91.87	93.94	93.01	93.78	92.42	95.8			
7	92.53	94.78	89.93	91.68	86.82	91.21	92.31	89.74	91.72			
8	93.08	93.14	95.19	96.92	95.56	94.76	94.42	91.82	88.97			
TK-8	89.91	92.22	92.85	92.98	91.09	94.28	91.81	90.71	91.48			

White												
	BL 1	BL 2	BL 3	BL 4	BL 5	BL 6	BL 7	BL 8	BL 9			
TK	97.05	92.18	93	92.11	90.56	93	93	91.22	88.46			
K	86.76	96.05	93.33	85.53	86.59	81	84.21	92.22	86.25			
1	87.53	92.63	86.67	92.63	82.22	87.24	88.42	92.63	88.1			
2	93	98.25	91.98	98.68	97.27	82.14	91.99	95.56	96.82			
3	96.43	93.42	95.83	88.89	94.44	96.43	98.68	93.06	93.1			
4	86.82	94.12	95	92.11	86.11	89.29	93.42	94.44	78.85			
5	88.25	93.42	96.67	93.42	75	82.14	81.58	85.19	75.98			
6	88.24	93	93	78.95	77.78	85.71	89.47	83	84.62			
7	94.12	93	93	93	93	93	93	83.33	92.31			
8	94.12	78.95	90	97.17	83.33	93	86.84	91.67	92.31			
TK-8	88.77	93.41	93.88	92.99	86.27	89.79	90.38	92.49	87.18			



Data

Data Analysis

Strategic Plan for Addressing Chronic Absenteeism and Improving Attendance

The goal is increasing overall attendance rates by 2% and decrease Chronic Absenteeism by 10% by implementing strategies from the Attendance Works campaign, including incentives and parental involvement.

According to the current MUSD Attendance Data Dashboard on PowerBi, the current Average Daily Attendance Rate for August 2023-April 2024 is 92.61%, slightly under the school goal. Great Valley had an attendance plan that was created for the 2023-24 school year; however, it was only partially implemented due. Attendance letters went home, attendance meetings were held and students with perfect attendance were rewarded. However, the plan for School Attendance Review Teams, awards for improved attendance and tardies and SARB referrals were not implemented as outlined in the plan. This had a direct impact on the school not making the attendance goal in all areas in the 2023-24 data and will be addressed in the plan. The following summary explains the year-to-date outcome and the plan to improve attendance.

Image 1 displays Great Valley's year to date Whole School ADA by month for every grade level. The 2023-2024 ADA goal was 93%. Great Valley met its target in months 1,2,3, and 9. The first month of school had the highest ADA with 94.55% and month 6 had the lowest ADA with 91.1%.

Image 2 displays Great Valley's year to date TSSP subgroup ADA by month for every grade level. The 2023-2024 ADA goal was 93%. In months 2 & 8 the goal was met with 94% or better. The 8th month of school had the highest ADA with 94.54% and month 6 had the lowest ADA with 8.99%.

Image 3 displays Great Valley's year to date African American subgroup ADA by month for every grade level. The 2023-2024 ADA goal was 93%. In months 1 & 6 the goal was met with 93% or better. The 6th month of school had the highest ADA with 94.28% and month 8 had the lowest ADA with 90.71%.

Image 4 displays Great Valley's year to date White subgroup ADA by month for every grade level. The 2023-2024 ADA goal was 93%. In months 1, 2, & 3 the goal was met with 93% or better. The 1st month of school had the highest ADA with 95.77% and month 7 had the lowest ADA with 90.38%.

Image 5 displays the California Department of Education's Data Dashboard indicator for Chronic Absenteeism for the whole school. Great Valley improved from the red indicator area to the yellow performance area with a 25.2% Chronic Absenteeism rate, decreasing by 10.1% from the previous year. This impact is most likely directly related to post pandemic recovery and students returning to school.

Image 6 displays the California Department of Education's Data Dashboard indicator for Chronic Absenteeism for student subgroups. As you can see the English Language Learners, Hispanic, Two or More Races and Socioeconomically Disadvantaged Students were in the yellow indicator level, while African American, Homeless and Students with Disabilities fell into the orange, and the Asian and White subgroups fell into the red indicator level. Great Valley was notified that the White subgroup is the only group that meets eligibility for ATSI.

According to the current MUSD Attendance Data Dashboard on PowerBi, the Chronic Absenteeism Rate for August 2023-April 2024 is 16.5%. There are thirteen students in the white subgroup, and the Chronic Absenteeism rate for this subgroup is 22.32% which is approximately 7% higher than the whole school rate.

In order to improve ADA and Chronic Absenteeism, Great Valley will:

- Analyze current attendance data to identify patterns, trends, and root causes of chronic absenteeism.
- Identify specific groups or students with the highest rates of absenteeism for targeted interventions.
- Adopt evidence-based strategies from the Attendance Works campaign, such as creating a positive school culture around attendance, using data to identify and support at-risk students, and implementing tiered interventions.
- Conduct outreach efforts to engage parents and guardians in understanding the importance of regular attendance.
- Provide resources, workshops, and communication channels for parents to support their children's attendance, including addressing barriers that may hinder attendance.
- Implement an incentive program to reward students with excellent or improved attendance records, such as certificates, recognition ceremonies, or small rewards.
- Conduct regular reviews and analysis of attendance data to monitor progress towards the goal.
- Use qualitative feedback from students, parents, and staff to assess the effectiveness of implemented strategies and make adjustments as needed.

By implementing this strategic plan and leveraging the resources and strategies from the Attendance Works campaign, the school aims to create a culture of regular attendance, improve student outcomes, and foster a supportive environment for academic success.

Student Need 2:

Students need to attend school on a regular basis on time to improve student learning.

SMART Goal 1

Achieve a minimum of 95% average daily attendance and decrease Chronic Absenteeism by 10% across all grade levels by the end of the 2026-207 school year, as measured by daily attendance records.

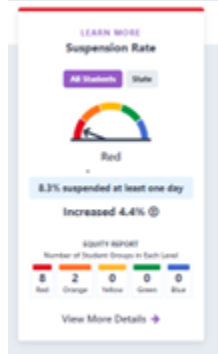
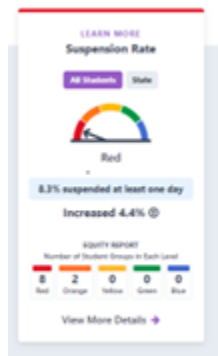
Implementation Plan

Analyze current attendance data to identify patterns, trends, and root causes of chronic absenteeism, and identify specific groups or students with the highest rates of absenteeism for targeted interventions to improve attendance.	Q-SIS Reported on Student Attendance on Data Dashboard	2023-24 Aug 23-April 24 Chronic Absenteeism: 16.15%				Time Money People
Conduct and improve outreach efforts using the Outreach Assistant to engage parents and guardians in understanding the importance of regular attendance by providing resources, workshops, and communication channels for parents to support their children's attendance, including addressing barriers that may hinder attendance.	Parental engagement metrics, such as attendance at workshops or participation in communication channels.	TBD 2024-25 tracking sheet of participation.				Time Money People
Improve and implement an incentive program to reward students with excellent or improved attendance records, such as certificates, recognition ceremonies, or small rewards	Student survey measuring perceptions of the school's emphasis on attendance rewards and its impact on improving attendance.	2023-24 Aug 23-April 24 ADA: 92.97%				Time Money People

during and after school hours.						
Conduct regular reviews and analysis of attendance data to monitor progress towards the goal, paying close attention to the white subgroup of students	Q-SIS Reported on Student Attendance on Data Dashboard	TBD 2024-25 Data tracking sheets of individual students for attendance				Time People
Use qualitative feedback from students, parents, and staff to assess the effectiveness of implemented strategies and make adjustments as needed.	Student and staff perceptions of the school's emphasis on attendance and its impact on school culture.	TBD 2024-2-25 Student survey designed specifically with for this action.				Time Money People

Progress Monitoring

Progress Monitoring



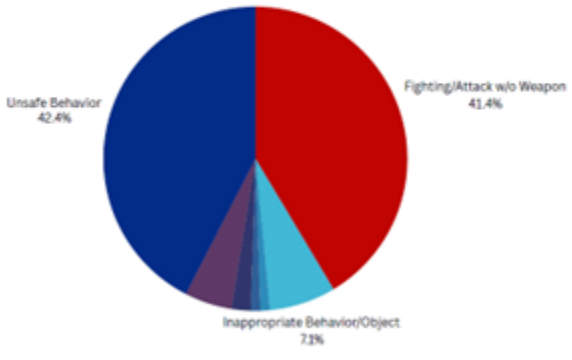


Date: February 2024
 By: [Name]
 Title: [Title]
 Approved: [Name]
 Title: [Title]

Incident	Count
Assault/Battery	1
Bullying/Cyberbullying	1
Bus Referral	1
Cheating/Dishonest	1
Damage School/Personal Property	4
Dangerous Object	1
Defiance	16
Disruptive	23
Electronic Device	76
Fighting/Attack w/o Weapon	25
Graffiti	1
Hate Crime/Racial Slurs	1
Inappropriate Behavior/Object	87
Left Campus, No Checkout	1
Possess/Use Weapon	1
Profanity	1
Pushing/Shoving	24
Student Attire	1
Theft/Rubbery/Extortion	1
Threat of Attack - w/o Weapon	1
Unsafe Behavior	113
Verbal Fight	4
Grand Total	413

Suspension	Incident	Count	Count	Count	Count	Count	Count	Count
	Dangerous Object		1			1		2
	Fighting/Attack w/o Weapon		2	4	5	13	10	10
	Inappropriate Behavior/Object		1	2	2		1	2
	Possess/Use Weapon					1		1
	Pushing/Shoving					3		3
	Threat of Attack - w/o Weapon				1	1		3
	Unsafe Behavior	9	9	12	2	8	3	3

INCIDENT





Data



Data Analysis

Strategic Plan for School Safety

The goal is to reduce instances of suspension due to fighting and unsafe behaviors through the implementation of Positive Behavioral Interventions and Supports (PBIS), conflict resolution, restorative practices and other means of correction and enhance safety awareness, promote positive behavior, and create a conducive environment for learning and growth on the school campus.

During the 2023-24 school year, Great Valley did have a goal to decrease the amount of fighting and unsafe behaviors; however, the school saw an increase in these behaviors. The data collected in the Spring student and staff surveys indicated that PBIS lessons and rewards were not being taught and used school wide. The PBIS team performed a TFI assessment in the Spring 2023 and it showed that the Tier 1 implementation was at about a 65% level with Year 1 strategies. This triggered the principal to request that Great Valley remain at the Year 1 Level and not move forward into Year 2. The PBIS team was asked to complete another TFI assessment in the Winter of 2023, and the inventory decreased to 60% implementation. The results are based on several factors, shortage of staff, 9 new teachers, and new vice principal, and several concerns throughout the year with providing training and support to how to manage conflict, facilitate restorative practices to help build relationships, and find a way to implement the prizes being awarded for positive behavior. In addition, the PBIS team did not meet on a regular basis or attend the Year 1 meeting.

The following summary explains the data that was collected and the need to address the above goal.

In image 1, you see that Great Valley's suspension rate that is reported on the California Department of Education's Data Dashboard. It illustrates that in the 2022-23 school year, 8.3% of the students were suspended for at least one day which was an increase of 4.4% from the previous year.

In image 2, you see that the 8.3% of the student population who were suspended fell into all the Great Valley subgroups: African American, English Learner, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.

In image 3, you can see that the following groups are eligible for Additional Targeted Support and Improvement for the 2024-2025: Two or More Races & White.

In image 4, you can see the school's Count of Incidents report from August to Mid-April for the 2023-24 school year. The chart illustrates 413 incidents that warranted office referrals. The areas in white are incidents that were one referral. The incidents in yellow are incidents handled in the office 2-3 times including Bullying, Cyberbullying, Dangerous Object, Disruption, Profanity, Threat of Attack-w/o Weapon. The areas highlighted in red are the incidents with the most referrals including Defiance, Electronic Device, Fighting/Attack without Weapon, Inappropriate Behavior/Object, Pushing/Shoving, Unsafe Behavior. Defiance accounted for 36/413 incidents or .09% of the incidents. Electronic Device incidents accounted for 76/413 or 18% of the incidents. Fighting/Attack without a Weapon accounted for 29/413 or .07% of the incidents. Inappropriate Behavior/Object accounted for 67/413 or 16% of the incidents. Pushing and Shoving accounted for 25/413 incidents .06% of the incidents. Unsafe Behavior accounted for 119/413 or 28% of the incidents. This data represents incidents that resulted in other means of correction and the areas scoring the highest were Unsafe and Inappropriate Behaviors. These behaviors are a safety concern and need to be addressed in this plan. (Please note that the high incidents of electronic devices are not a safety concern at this time).

In image 5 you see the types of incidents that had a suspension as a penalty. The chart shows 46 suspensions from August to mid-April during the 2023-24 school year. The yellow rows represent the behaviors that warranted suspension 1-2 times and include Possess/Use Weapon and Dangerous Object. Possess/Use Weapon and Dangerous Object accounted for 3/109 or .03% of the suspensions. The orange rows represent the behaviors that warranted suspension 3-5 times and include Pushing/Shoving and Threat of an Attack w/o a Weapon. Pushing/Shoving and Threat of an Attack w/o a Weapon accounted for 8/109 or .07% of the suspensions. The red rows represent the behaviors warranted suspension 8-46 times and include Inappropriate Behavior, Fighting/Attack w/o a Weapon and Unsafe Behavior. Fighting and Unsafe Behavior accounted for 90/109 suspensions or 83% of the suspensions. This data set represents the incidents that resulted in suspensions and the areas scoring the highest were Inappropriate Behavior, Fighting/Attack w/o a Weapon and Unsafe Behavior. These behaviors are a safety concern and need to be addressed in this plan.

In image 6, you see a pie chart that is another visual representation of the most common incidents of behavior on campus as reported on the MUSD Discipline Data Dashboard. Unsafe Behavior, Fighting w/o a Weapon and Inappropriate Behaviors make up the majority of incidents on campus which are most likely the reason that students do not feel safe on campus as illustrated in the next image.

In image 7, you see that 169/414 or 41% of students feel safe at school at all times. 228/414 or 55% of the students reported that they feel safe at school sometimes, and 16/414 or 4% of the students reported that they never feel safe on campus based on an end of the year survey (2024). This data set shows that the majority of students do not feel safe at school, and according to Maslow's Hierarchy of Needs, students must feel safe before optimal learning can take place.

In image 8, you see that 400/414 or 97% of the students know the school rules; however, the 201/414 students or 49% reported that they feel like the majority of students follow the school rules. This means that students know the school rules but only about 1/2 of them are following them.

In image 9, you see that 400/414 or 97% of students know that what the PBIS acronym, ROARS, means, but reported only 203/414 or 49% of their teachers always teach the expected behaviors in common areas. The majority of student did report that they know how to earn a blue "ROARS" ticket for demonstrating the desired behaviors, but they are not always given the tickets.

In image 10, 302/414 or 72% of students reported that their teachers notice good behavior and give out tickets, and 303/414 or 73% of students reported other staff members do the same; however, this means that approximately 27-28% of the teachers and staff are not rewarding students when they see them demonstrating desired behaviors.

To increase the overall feeling of safety for students, Great Valley needs to reduce the number of fighting, unsafe and inappropriate behaviors. Students not only need to know the school rules, but there needs to be an expectation that

students will follow the school rules. They need to be rewarded for demonstrating the appropriate, desired behaviors and receive meaningful consequences that will help them learn and change their behavior when exhibiting undesired behaviors on campus.

In order to achieve this goal, the Great Valley will:

Conduct a comprehensive assessment of current suspension data related to fighting and unsafe behaviors to identify specific patterns, root causes and recurring issues contributing to these behaviors.

Develop and implement a PBIS framework tailored to address the identified problem areas.

Establish clear expectations, rules, rewards, and consequences aligned with PBIS principles.

Train faculty, supervision staff, and students on PBIS, conflict resolution and restorative practice strategies and interventions.

Train administrators on how to create and implement a balance of PBIS, restorative practices, and other means of consequence to effectively deal with inappropriate behaviors and fighting.

Implement early intervention strategies such as peer mediation, counseling services and restorative justice practices.

Provide Targeted Support and resources to at-risk students to address underlying issues contributing to behavioral challenges.

Engage parents and caregivers through workshops, seminars, and communication channels to promote a collaborative approach to behavioral management.

Foster partnerships with community organizations and agencies to provide additional support and resources.

Establish a tracking system to monitor disciplinary actions, interventions, and outcomes related to fighting and unsafe behaviors.

Regularly review and analyze data to assess progress toward the goal and identify areas of improvement.

Adjust strategies and interventions based on data-driven insights and feedback.

Ensure that clear signage with safety instructions and PBIS reminders are placed throughout the campus.

By implementing this strategic plan, the school aims to create a safer and more supportive environment conducive to positive behavior and academic success for all students.

Student Need 3:

Students do not feel safe on campus.

SMART Goal 1

By the end of the 2026-27 school year, Great Valley will reduce instances of suspension due to fighting and unsafe behaviors by 30% as measured by the Q Reporting system, through the implementation of Positive Behavioral Interventions and Supports (PBIS), conflict resolution, restorative practices and other means of correction to enhance safety awareness, promote positive behavior, and create a conducive environment for learning and growth on the school campus.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Using Professional Development & Training of staff members to create and implement a framework of	Q Count of Incident Report # of incidents of Defiance, Inappropriate Behavior, Pushing &	2023-24 School Year: Defiance:36 Inappropriate Behavior: 67				Time Money People

Positive Behavioral Interventions and Supports, Peaceful Playgrounds, Restorative Practices, Conflict Resolution and other means of corrections.	Shoving, Unsafe Behavior and Fighting will decrease.	Pushing/Shoving: 25 Unsafe Behavior: 119 Fighting w/o Weapon: 29				
Increase Campus supervision to improve overall feelings of safety.	Q Count of Incident Report # of incidents of Defiance, Inappropriate Behavior, Pushing & Shoving, Unsafe Behavior and Fighting will decrease.	2023-24 School Year: Defiance:36 Inappropriate Behavior: 67 Pushing/Shoving: 25 Unsafe Behavior: 119 Fighting w/o Weapon: 29				Time Money People
Engage parents and caregivers through workshops, seminars and communication channels to promote a collaborative approach to behavioral management.	Parent survey measuring the effectiveness of the trainings to better understand effective behavioral management. # of parents demonstrating understanding from pre to post survey on workshops and/or seminars.	To be determined 2024-25 school year on Parent Participation Survey.				Time Money People
Strengthen PBIS & Grade Level Teams in PLCs to improve the implementation of Positive Behavioral Interventions and Supports, Peaceful Playgrounds, Restorative Practices, Conflict Resolution	PBIS Tiered Fidelity Inventory % of Tier I and Tier II implementation will increase	December 2023 Tier 1: 60% Tier 2: 58%				Time Money People
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey measuring the effectiveness of incentives to encourage and motivate students. % of students reporting that	To be determined on Spring 2024 Student survey designed specifically with for this action.				Time Money People

	incentives encourage and motivate them to show and improve behavior.					
Increase safety awareness on our school campus by implementing signage and PBIS verbiage in key areas with safety instructions and PBIS reminders placed at all major entry points, common areas, and high traffic zones on campus.	Safety survey questions to assess understanding of the safety instructions and PBIS verbiage displayed with a feedback option for suggestions and comments on the effectiveness to promote safety.	To be determined 2024-25 Student, parent, staff safety surveys specifically designed for this action.				Time Money People
Heighten School Fences and Install Privacy Fencing on Existing Fencing to improve Safety.	Safety survey questions to assess the overall feeling of safety regarding fencing.	To be determined 2024-25 Student, parent, staff safety surveys specifically designed for this action.				Time Money People

Progress Monitoring

Progress Monitoring

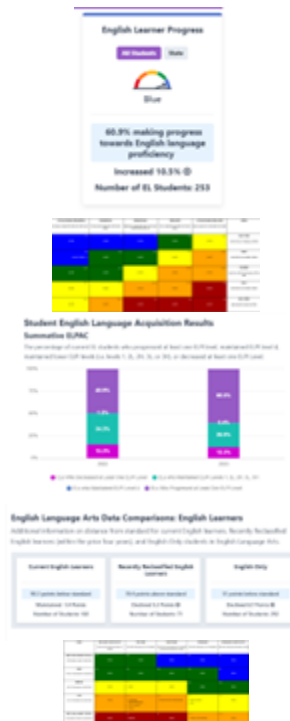


District Goal

Every student is supported within a multi-tiered system to realize their individual success.

Site Tier 2 and 3 Goals

Provide intervention to students who are not meeting the 80% proficiency threshold in the ELL, TSSP and Students with Disabilities Subgroups.



Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

In English Language Arts, there are disproportionality issues for English Language Learners, Students with Disabilities, and Homeless students. In Mathematics, there are disproportionality issues for English Language Learners and Students with Disabilities. Great Valley Elementary School did not have any ATSI groups for academic areas.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Great Valley did not have any subgroups eligible in the ATSI academic category for the 2023-24 school year, English Language Learners, Homeless and Students with Disabilities' progress will be examined and addressed in this Strategic Plan.

Image 1 shows the English Language Learners' progress at Great Valley according to the California Data Dashboard. You can see that the ELLs fell into the blue indicator level demonstrating a 10.5% increase in progress with 60.9% of the 253 ELLs showing progress.

Image 2 is the English Learner Progress Indicator - Student Group Five-by-Five Placement View illustrating that the group fell into the HIGH 55.0% to 64.9% in Current Year row and the INCREASED SIGNIFICANTLY from Prior Year (by 10.0 points or more) column.

Image 3 illustrates the percentage of ELLs who progressed, maintained, or decreased at least one ELPI level. The graph shows that the percentage of students who decreased and maintained their ELPI levels decreased and the % of ELLs who increased improved significantly from 48.9% in 2022 to 60.5% in 2023. This impact is due to two reasons: students recovering from the impacts of COVID and a new support schedule for Designated ELD that was implemented with a student need centered approach.

Image 4 shows English Language Arts Data Comparisons: English Learners Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts. While the data demonstrate that the ELLs are showing progress in acquiring the English Language, they are underperforming in English Language Arts. The graph shows that the 168 ELLs enrolled at the time of the spring 2023 CAASPP assessment, they were 90.3 points below standard but Maintained -1.4 Points, the 71 recently Reclassified English Learners were 19.4 points above standard but declined 5.3 Points, and the 292 English Only students performed 51 points below standard and declined 6.7 Points.

Image 5 shows us the English Language Indicator - Student Group Five-by-Five Placement report for students in Grades 3-8 on the 2023 CAASSP Assessment. ELLs fell into the LOW -5.1 to -70.0 points in Current Year Row and the INCREASED from Prior Year (by 3.0 to 14.9 points) column.

This data set tells us that our English Language Learners are making progress in learning the English Language which is directly related to Designated ELD. Great Valley should continue to focus on a data driven, student need approach to make sure that each ELL is receiving the legally mandated 30 minutes per day. The data set also tells us that there is a need to address integrated ELD and effective scaffolds that will allow our ELLs to access content. Further, the data set tells us that reclassified students need to be more closely monitored to ensure that they continue to stay proficient learners.

Image 5 also shows the Homeless students' progress in ELA. Homeless students fell into the VERY LOW (LOWEST STATUS)-70.1 points or lower in Current Year row and the DECLINED from Prior Year (by 3.0 to 15.0 points) column.

Image 6 shows you see the Mathematics Indicator - Student Group Five-by-Five Placement report for students in Grades 3-8 on the 2023 CAASSP Assessment. The Homeless population of students fell into the VERY LOW (LOWEST STATUS)-95.1 points or fewer in Current Year row and INCREASED from Prior Year (by 3.0 to 14.9 points) column.

Homeless students are performing below the achievement level for the current year of 2023 and the prior year 2022. Great Valley needs to address a plan to intervene and support this population of students.

According to image 5, in ELA, Students with Disabilities fell into the VERY LOW (LOWEST STATUS)-70.1 points or lower in Current Year row and the INCREASED from Prior Year (by 3.0 to 14.9 points) column. In math, image 6 shows this population of students fell into the INCREASED SIGNIFANTLY from Prior Year (by 15 points or more) column.

Students with Disabilities are performing below the achievement level for the current year of 2023 and the prior year 2022. Great Valley needs to address a plan to intervene and support this population of students.

It is worth mentioning that both the Homeless and SWD subgroup did show that they increased in both ELA and Math in comparison to the prior year of 2022, it is important to remember that these gains are small and most likely due to returning to classroom instruction after a two-year remote learning experience due to the COVID pandemic.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	277	311	315	31.5%	35.2%	34.6%
Fluent English Proficient (FEP)	117	134	129	13.3%	15.2%	14.2%
Reclassified Fluent English Proficient (RFEP)	7			2.5%		

Great Valley Elementary		Language Arts												
Grade/Cluster/ELC	Total Number of English Learners	Fall 2023			Comprehension/Fluency			Writing		Spanish Proficiency Assessment				
		Mean Score	Standard Deviation	Number of Students	Mean Score	Standard Deviation	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	
English Language Learners (ELL) - Spanish Proficiency Assessment														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100

Great Valley Elementary		Language Arts												
Grade/Cluster/ELC	Total Number of English Learners	Fall 2023			Comprehension/Fluency			Writing		Spanish Proficiency Assessment				
		Mean Score	Standard Deviation	Number of Students	Mean Score	Standard Deviation	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students		
English Language Learners (ELL) - Spanish Proficiency Assessment														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100

Great Valley Elementary		Language Arts												
Grade/Cluster/ELC	Total Number of English Learners	Fall 2023			Comprehension/Fluency			Writing		Spanish Proficiency Assessment				
		Mean Score	Standard Deviation	Number of Students	Mean Score	Standard Deviation	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students		
English Language Learners (ELL) - Spanish Proficiency Assessment														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
Spanish Proficiency Assessment - English Language Learners														
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100
ELL	10	100.0	15.7	90	100.0	15.7	90	8	2.7	6.0	4.00	17	100	100

Data Analysis

Strategic Plan for English Language Learner (ELL) Progress in Grades K-8. The goal is to Improve English Language Proficiency Assessment for California (ELPAC) scores among English Language Learners in grades K-8 through targeted interventions, professional learning communities (PLCs), after-school tutoring, and an incentive program.

On the Standards page of this plan, you can see that 14.05% of the Great Valley English Language Learners met or exceeded grade level proficiency. During the 2023-24 school year, Great Valley focused on the growth of its students overall and by subgroup. Below is the explanation of the growth data for ELLs as of Winter 2024.

Image 1 shows us the MAP Student Growth Summary Report by subgroup in Reading from Fall 2023-Winter 2024. The highest percentage of ELL students at Great Valley who met their projected growth targets in reading was 67% in 8th Grade and the lowest was 37% in 4th Grade. The number and percentage of students who met their projected growth targets were 1st Grade-14/37 students or 38%, 2nd Grade-21/39 students or 54%, 3rd Grade-14/36 students or 39%, 4th Grade-11/30 students or 37%, 5th Grade-15/31 students or 48%, 6th Grade 14/32 students or 44%, 7th Grade-15/32 students or 47%, and 8th Grade-12/18 students or 67%.

Image 2 shows us the MAP Student Growth Summary Report by subgroup in Language from Fall 2023-Winter 2024. The highest percentage of ELL students at Great Valley who met their projected growth targets in language was 67% in 8th Grade and the lowest was 41% in 2nd Grade. The number and percentage of students who met their projected growth targets were 2nd Grade-16/39 students or 41%, 3rd Grade-16/35 students or 46%, 4th Grade-14/30 students or 47%, 5th Grade-17/31 students or 55%, 6th Grade 18/32 students or 56%, 7th Grade-17/30 students or 57%, and 8th Grade-12/18 students or 67%.

During the 2023/24 school year, there were 38/322, or 12% of the students reclassified.

This data demonstrates the need to improve the instructional program in all grade levels for Great Valley's English Language Learners in ELA, reading and language. In order to accomplish this, the following plan will be implemented:

Analyze current ELPAC scores and language proficiency levels among English Language Learners to identify areas needing improvement.

Establish grade-level or content-area PLCs focused on ELL instruction to facilitate collaboration, sharing of best practices, and data analysis.

Use PLC meetings to review ELPAC scores, discuss instructional strategies, and develop interventions for ELL students. Provide targeted interventions for ELL students, including small group instruction, language development activities, and scaffolded support in core subjects.

Offer after-school tutoring sessions specifically tailored to address language acquisition and academic content for ELLs. Implement language base programs within the regular classroom, such as language-rich environments, visual aids, and modified instructional materials to meet ELL needs.

Provide professional development for teachers on effective strategies for supporting ELLs in all content areas. Implement an incentive program to motivate ELL students to improve their language proficiency and academic performance.

Offer incentives such as certificates, recognition ceremonies, or special rewards for achieving ELPAC score goals and demonstrating language growth.

Organize workshops and informational sessions for parents of ELL students to educate them about language acquisition, school expectations, and ways to support learning at home.

By implementing this strategic plan with a focus on targeted interventions, PLCs, after-school tutoring, parental involvement, and incentives, the school aims to significantly improve ELL progress and language proficiency, leading to academic success and integration within the school community.

Student Need 1:

Great Valley English Language Learners are performing below the proficiency level in ELA.

SMART Goal 1

By the end of the 2026-27 school year, the percentage of ELLs performing at the proficiency or above level will increase by 15% as measured on the CAASSPP ELA assessment.

By the end of the 2026-27 school year, the percentage of ELLs reclassifying will increase by 15% as measured by reclassification criteria.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Perform a data analysis and baseline assessment.	Proficiency levels in reading # of students at each grade level	2023-2024 Baseline (Winter) K-1 student 1-2 student 2-3 student 3-2 student 4-0 student 5-0 student 6-0 student 7-0 student 8-0 student				Time Money People
Establish and increase routines in PLC discussions to review ELL data, discuss instructional strategies and develop interventions.	PLC Agendas and Notes # of times ELLs progress was discussed at grade level meetings	TBD 2024-2025 Newly designed Agenda Notes to include ELLs will be created.				Time Money People
Provide targeted interventions and tutoring.	attendance sheets and progress monitoring data for ELL students receiving targeted interventions and tutoring.	TBD 2024-2025 Attendance and progress sheets				Time Money People
Implement language base programs within the regular classroom (Designated), such as language-rich environments, visual aids, and modified instructional materials to meet ELL needs. (Integrated)	ELD Learning Walk Data measuring designated and integrated ELD instruction and strategies.	TBD 2024-2025 Microsoft Form				Time Money People

Using Professional Development & Training for staff focused on effective designated and integrated ELD instruction.	Attendance and participation rates in professional development and training sessions via sign in sheets.	TBD 2024-25 Sign in sheets				Time Money People
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey to get feedback on measuring their confidence, motivation, and skills in reading and writing. % of students	TBD 2024-25 school year. Student survey designed specifically for this action.				Time Money People

Progress Monitoring



Great Valley Elementary
Language Arts

Grade/Subject (ELA)	Total Number of Students	Fall 2023			Winter 2024			Growth		Standards Exceeded				Standards Proficient			
		Mean Score	Standard Deviation	Performance Percentile	Mean Score	Standard Deviation	Performance Percentile	Observed Growth	Expected Growth	Exceeded	Met	Proficient	Standard Exceeded	Standard Proficient	Standard Exceeded	Standard Proficient	
ELA	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
ELA	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
ELA	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	

Great Valley Elementary
Math

Grade/Subject (Math)	Total Number of Students	Fall 2023			Winter 2024			Growth		Standards Exceeded				Standards Proficient			
		Mean Score	Standard Deviation	Performance Percentile	Mean Score	Standard Deviation	Performance Percentile	Observed Growth	Expected Growth	Exceeded	Met	Proficient	Standard Exceeded	Standard Proficient	Standard Exceeded	Standard Proficient	
Math	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
Math	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	

Great Valley Elementary
Language Arts

Grade/Subject (ELA)	Total Number of Students	Fall 2023			Winter 2024			Growth		Standards Exceeded				Standards Proficient			
		Mean Score	Standard Deviation	Performance Percentile	Mean Score	Standard Deviation	Performance Percentile	Observed Growth	Expected Growth	Exceeded	Met	Proficient	Standard Exceeded	Standard Proficient	Standard Exceeded	Standard Proficient	
ELA	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
ELA	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	

Great Valley Elementary
Math

Grade/Subject (Math)	Total Number of Students	Fall 2023			Winter 2024			Growth		Standards Exceeded				Standards Proficient			
		Mean Score	Standard Deviation	Performance Percentile	Mean Score	Standard Deviation	Performance Percentile	Observed Growth	Expected Growth	Exceeded	Met	Proficient	Standard Exceeded	Standard Proficient	Standard Exceeded	Standard Proficient	
Math	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
Math	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	
English Learner	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ELL	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SWD	30	108.0	11.7	88	107.0	10.2	88	0	0	0	0	0	0	0	0	0	

Data

Grade	Subject	SWD	Met	%
3rd	Math	10	7	70%
4th	Math	12	9	75%
5th	Math	15	11	73%
6th	Math	18	13	72%
7th	Math	20	15	75%
8th	Math	25	18	72%

Data Analysis

Strategic Plan for Improving Learning for Students with Disabilities. The goal is to increase the learning outcomes for students with disabilities in grades K-8, improve Tier 3 intervention supports, and motivate students by providing incentives.

On the Standards page of this plan, you can see that 8.51% of the Great Valley Students with Disabilities met or exceeded grade level proficiency in ELA and 2.15 % in Math. During the 2023-24 school year, Great Valley focused on the growth of its students overall and by subgroup. Below is the explanation of the growth data for SWD as of Winter 2024.

Image 1 shows us the MAP Student Growth Summary Report by subgroup in Math from Fall 2023-Winter 2024. The highest percentage of SWD at Great Valley who met their projected growth targets in math was 74% in 7th Grade and

the lowest was 33% in 3rd Grade. The number and percentage of students who met their projected growth targets were Kindergarten-4/10 students or 40%, 1st Grade 6/12 students or 50%, 2nd Grade-N/A, 3rd Grade-4/12 students or 33%, 4th Grade-5/11 students or 45%, 5th Grade-5/13 students or 38%, 6th Grade 10/15 students or 67%, 7th Grade-14/19 students or 74%, and 8th Grade-11/18 students or 61%.

Image 2 shows us the MAP Student Growth Summary Report by subgroup in Reading from Fall 2023-Winter 2024. The highest percentage of SWD at Great Valley who met their projected growth targets in reading was 61% in 8th Grade and the lowest was 17% in 2nd Grade. The number and percentage of students who met their projected growth targets were 1st Grade-6/11 students or 55%, 2nd Grade-N/A, 3rd Grade-2/12 students or 17%, 4th Grade-2/11 students or 18%, 5th Grade-6/14 students or 43%, 6th Grade 7/14 students or 50%, 7th Grade-10/19 students or 53%, and 8th Grade-11/18 students or 61%.

Image 3 shows us the MAP Student Growth Summary Report by subgroup in Language from Fall 2023-Winter 2024. The highest percentage of SWD at Great Valley who met their projected growth targets in language was 64% in 3rd Grade and the lowest was 14% in 5th Grade. The number and percentage of students who met their projected growth targets were 3rd Grade-7/11 students or 64%, 4th Grade-4/11 students or 36%, 5th Grade-2/14 students or 14%, 6th Grade 5/14 students or 36%, 7th Grade-11/18 students or 61%, and 8th Grade-10/18 students or 56%.

SWD are underperforming in proficiency levels, but there are significant differences between the growth target achievement between grade levels and the SWD subgroup and other subgroups. Under the new administration team, a closer examination of data will begin with this strategic plan to dig deeper into the Tier 3 instruction and intervention programs that are being implemented during the school day to meet the individualized needs of this population of students.

This data illustrates that Great Valley's SWD students are underperforming in all academic areas, and the instructional program needs to improve. In order to improve learning for Students with Disabilities the following plan will be implemented:

- Review and update Individualized Education Plans (IEPs) for students with disabilities to ensure alignment with academic goals and accommodations.
- Conduct assessments to determine baseline math skills and areas of need for each student with a disability.
- Provide professional development for teachers and paraprofessional staff on effective instructional strategies for students with disabilities in Math and ELA, including differentiated instruction, multisensory approaches, and assistive technology tools.
- Ensure that teaching methods and materials are accessible and adapted to meet the diverse needs of students with disabilities.
- Implement an incentive program to motivate students with disabilities to improve their Math and ELA academic performance.
- Offer incentives such as certificates, recognition ceremonies, or rewards for achieving math score goals, making progress on IEP objectives, or demonstrating effort and improvement.

By implementing this strategic plan with a focus on targeted tutoring, enhanced instructional strategies, parental involvement, and incentives, the school aims to significantly improve learning outcomes and academic success for students with disabilities in core subjects.

Student Need 2:

SWD are performing below the 80% proficiency level in ELA and Math.

SMART Goal 1

Improve Math and ELA scores for Students with Disabilities by 15% on standardized assessments by the end of the 2026-2027 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Perform a data analysis and baseline assessment.	SWD Progress Reports	TBD 2024-2025				Time Money People
Using Professional Development & Training for staff focused on effective Tier 3 implementation.	Monthly SPED Learning Walk Data	TBD August 2024 SPED Learning Walk.				Time Money People
Establish and increase routines in PLC discussions to review SWD data, discuss intervention implementation, and instructional program needs for Tier 3 instruction.	PLC Agendas and Notes # of times SWD's data was examined to monitor student progress and instructional decisions were made to improve student outcomes.	TBD 2024-2025				Time Money People
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey to get feedback on measuring their confidence, motivation, and skills in reading and writing. % of students.	TBD 2024-2025				Time Money People

Progress Monitoring



Great Valley Elementary
Language Arts
Reading

Grade/Subject (2024)	Total Number of Students	Fall 2023			Winter 2024			Spring		State Proficiency Scale			
		Mean Score	Standard Deviation	Performance Level	Mean Score	Standard Deviation	Performance Level	Standard Score	Standard Error	Exceeded Expectations	Met Expectations	Approaching Expectations	Below Expectations
Statewide Data (2023-2024)													
SLIP	3	-	-	-	-	-	-	-	-	-	-	-	-
English Learner	20	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
District Data (2023-2024)													
SLIP	17	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-

Great Valley Elementary
Language Arts
Writing

Grade/Subject (2024)	Total Number of Students	Fall 2023			Winter 2024			Spring		State Proficiency Scale			
		Mean Score	Standard Deviation	Performance Level	Mean Score	Standard Deviation	Performance Level	Standard Score	Standard Error	Exceeded Expectations	Met Expectations	Approaching Expectations	Below Expectations
Statewide Data (2023-2024)													
SLIP	3	-	-	-	-	-	-	-	-	-	-	-	-
English Learner	20	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
District Data (2023-2024)													
SLIP	17	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-

Great Valley Elementary
Language Arts
Math

Grade/Subject (2024)	Total Number of Students	Fall 2023			Winter 2024			Spring		State Proficiency Scale			
		Mean Score	Standard Deviation	Performance Level	Mean Score	Standard Deviation	Performance Level	Standard Score	Standard Error	Exceeded Expectations	Met Expectations	Approaching Expectations	Below Expectations
Statewide Data (2023-2024)													
SLIP	3	-	-	-	-	-	-	-	-	-	-	-	-
English Learner	20	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
District Data (2023-2024)													
SLIP	17	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-

Great Valley Elementary
Language Arts
Science

Grade/Subject (2024)	Total Number of Students	Fall 2023			Winter 2024			Spring		State Proficiency Scale			
		Mean Score	Standard Deviation	Performance Level	Mean Score	Standard Deviation	Performance Level	Standard Score	Standard Error	Exceeded Expectations	Met Expectations	Approaching Expectations	Below Expectations
Statewide Data (2023-2024)													
SLIP	3	-	-	-	-	-	-	-	-	-	-	-	-
English Learner	20	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
District Data (2023-2024)													
SLIP	17	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-
SLIP	16	102.0	10.0	11	102.0	11.0	10	11	1.0	8.7	1.00	10	7
English Learner	10	102.0	11.2	8	102.0	11.2	8	8	2.7	8.5	4.94	17	22
ELL	3	-	-	-	-	-	-	-	-	-	-	-	-

Data

Data Analysis

Strategic Plan for Improving Learning for Homeless Students. The goal is to enhance learning outcomes for homeless students in grades K-8 by implementing targeted interventions, providing support services, and an incentive program to improve math and ELA scores.

On the Standards page of this plan, you can see that 21.05% of the Great Valley Homeless met or exceeded grade level proficiency in ELA and 17.86 % in Math. During the 2023-24 school year, Great Valley focused on the growth of its students overall and by subgroup. Below is the explanation of the growth data for the Homeless subgroup as of Winter 2024.

Image 1 shows us the MAP Student Growth Summary Report by subgroup in Math from Fall 2023-Winter 2024. The highest percentage of the Homeless subgroup at Great Valley who met their projected growth targets in math was 62% in 8th Grade and the lowest was 36% in 3rd & 6th Grades. The number and percentage of students who met their projected growth targets were 1st Grade-5/12 students or 42%, 2nd Grade-N/A, 3rd Grade-5/14 students or 36%, 4th Grade-5/11 students or 45%, 5th Grade-4/11 students or 36%, 6th Grade 6/11 students or 55%, 7th Grade-5/12 students or 42%, and 8th Grade-8/13 students or 62%.

Image 2 shows us the MAP Student Growth Summary Report by subgroup in Reading from Fall 2023-Winter 2024. The highest percentage of the Homeless subgroup at Great Valley who met their projected growth targets in reading was 69% in 8th Grade and the lowest was 25% in 7th Grade. The number and percentage of students who met their projected growth targets were 1st Grade-4/12 students or 38%, 2nd Grade-N/A, 3rd Grade-4/14 students or 29%, 4th Grade-5/11 students or 45%, 5th Grade-4/11 students or 36%, 6th Grade 5/11 students or 45%, 7th Grade-3/12 students or 25%, and 8th Grade-9/13 students or 69%.

Image 3 shows us the MAP Student Growth Summary Report by subgroup in Language from Fall 2023-Winter 2024. The highest percentage of the Homeless Subgroup at Great Valley who met their projected growth targets in language was 62% in 8th Grade and the lowest was 45% in 5th Grade. The number and percentage of students who met their projected growth targets were 3rd Grade-6/13 students or 46%, 4th Grade-6/11 students or 55%, 5th Grade-6/11 students or 55%, 6th Grade 5/11 students or 45%, 7th Grade-6/11 students or 55%, and 8th Grade-8/13 students or 62%.

This data demonstrates that Great Valley's TSSP students are underperforming, and the instructional program needs to improve. In order to improve learning for the TSSP students the following plan will be implemented:

- Identify homeless students through collaboration with staff members, school counselors, and outreach efforts.
- Provide support services such as transportation assistance, school supplies, access to meals, and referrals to social services for housing stability.
- Analyze current assessment data identify areas needing improvement.
- Develop individualized plans for students to address their unique educational needs and challenges.
- Provide academic support through small group instruction and afterschool interventions.
- Implement targeted interventions for students, including literacy and numeracy interventions, enrichment programs, and afterschool programs.
- School site and district points of contact will collaborate with community partners to offer enrichment activities, mentoring programs, and access to educational resources.
- Launch an incentive program to motivate students to improve their math and ELA scores.
- Offer incentives such as academic recognition, certificates, rewards, or scholarships for achieving score improvement goals and demonstrating academic progress.

By implementing this strategic plan with a focus on targeted interventions, individualized support, enrichment programs, and incentives, the school aims to significantly improve learning outcomes and academic achievement for TSSP students in math and ELA, fostering a supportive and inclusive learning environment.

Student Need 4:

TSSP students are performing below the 80% proficiency level in ELA and Math.

SMART Goal 1

Increase Math and ELA scores for homeless students by 15% on standardized assessments by the end of the 2026-27 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Analyze Math and ELA scores of TSSP students, measured by standardized assessments and progress monitoring data.	MAP Scores	TBD Fall 2024.				Time Money People
Track progress and participation in instruction academic support programs, tutoring, and enrichment activities for homeless students.	attendance and participation records	TBD 2024.-2025				Time Money People
Create and implement individualized plans for TSSP students who are performing below the proficiency level.	Individualized plans progress monitoring 6-8 week cycles	TBD 2024-25				Time Money People
student attendance	Q Attendance Reports	TBD August 2024				Time Money People
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	Student Survey to get feedback on measuring their confidence, motivation, and skills in reading and writing. % of students.	TBD Fall 2024.				Time Money People

Progress Monitoring

Budget Summary

Supplemental Programs/Services									
Terminated Assignment for Common Items.pdf									
LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Id/Target, SMART Goal/Student Needs	Fund Source	Object (Type of Expenditure)	Year Cycled	Cost Estimate	Department/Program Administrator Additional Notes Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
3.1	Emerging Students	Great Valley English Language Learners are performing below the proficiency level in ELA and MathAchieve a minimum of 15% increase in proficiency on the ELPAC assessment for all English Language Learners in grades K-8 by the end of the 2026-2027 school year.	Translations/I.E.P./Conferences/Meetings	0709	Classified Extra-time		\$ 8,000.00	More funds needed as a result of 2 new autism classes and a new autism pre school class.	OK -RG
2.2	Safety	Students and parents need to feel more connected to Great Valley Elementary School/By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year. Increase	Great Valley AG Day (Safety G1N1 Emerging Students G1N1N2N3 Safety G1N1N2N2)	0709	Materials & Supplies	Year 1	\$ 1,000.00	To increase student learning. This is an historical annual school wide science day with presentations across campuses from outside vendors and volunteers. Supplies needed	OK -RG
2.2	Safety	Students do not feel safe on campus/By the end of the 2026-2027 school year, fidelity in Tier 1 and Tier 2 practices will increase by 20% as measured on the TFI inventory.	PBIS Incentives(Safety G1N3)	0709	Materials & Supplies	Year 1	\$ 10,000.00	To increase positive behaviors by incentivizing students who are following the desired behaviors in common areas and change the behavior of those who are struggling with self control.	Conditional - RG
2.2	Safety	Improve ADA and decrease Chronic Absenteeism/Achieve a minimum of 95% average daily attendance and decrease Chronic Absenteeism by 10% across all grade levels by the end of the 2026-207 school year, as measured by daily attendance records.	Attendance Rewards Incentives (Safety G1N2)	0709	Materials & Supplies	Year 1	\$ 5,000.00	An attendance plan will be created using Attendance Works. The vice principals will work with the Outreach Assistant to created a positive plan to reward those with good attendance, and incentivize those students who have barriers to getting to school on time or at all. Monthly awards will be given in the form of tags and certificates. For those who have perfect trimester attendance they will receive the same recognition with a Kona Ice treat. For those with perfect yearly attendance, they will be given a pizza party. For those who improve attendance tags and certificates will be given as well with prizes from our prize cart. We will review the monthly data to target our ATSI groups of white and two or more races to ensure we have plans in place for students. Students who change their attendance behaviors will receive an in an out certificate. The attachments are invoices from tags and certificates that were purchased in the 23-24 school year. We will need to purchase more, but I am including additional dollars for us to provide the treats in lunches as well to help improve our attendance.	Ok -RG
2.4	Standards	The majority of students in Grades Kinder through 8th are performing below the 80% proficiency level in English Language Arts & Math/Achieve a minimum increase of 15% in ELA & Math assessments for all students by the end of the 2026-2027 school year as measured by the ELA CAASPP standardized assessment.	Academic Incentives Standards G1N1N2	0709	Materials & Supplies	Year 1	\$ 10,000.00	The goal is to improve student learning by providing students multiple opportunities to be rewarded in different areas of academic achievements. Students will be given VIS (Very Important Student) status and invited to share in VIS celebrations of growth and achievement. For example, a student may be asked to come to a celebration if they made math growth or achievement target, and come to a celebration for reading growth or achievement target, and language celebration for growth or achievement target. The students can earn 1, 2, or 3 of the celebrations. Student will also be awarded with tags and certificates. I was unable to get links to attach the quotes we had from the 23-24 school year for tags, certificates and lapel pins; however they totaled approximately \$5,000. I would like to double that amount. Next year, we will be improving our celebration efforts and make it to be multiple opportunities as described above. This is why I am asking for an increase in amount to include the celebrations and incentives.	Target - RG

		Students and parents need to feel more connected to Great Valley Elementary School./By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.									
2.4	Safety	Increase	Paw Label Pins	0709	Materials & Supplies		\$ 500.00		8th grade celebration	OK -RG	
2.4	Safety	G1N1	Art Elective (District Required)	0709	Materials & Supplies		\$ 1,000.00			Conditional - RG	
2.4	Safety	G1N1	Bridges to Success Elective (District Required)	0709	Materials & Supplies		\$ 2,000.00			Conditional - RG	
2.4	Safety	G1N1	Stem Robotics Elective (Year 2)	0709	Materials & Supplies		\$ 1,000.00			Conditional - RG	
2.4	Safety	G1N1	Art Elective-Required Safety G1N1	0709	Materials & Supplies		\$ 1,000.00		Required as per Jenni Andrews	Conditional - RG	
2.3	Safety	G1N1	Parent Meetings/Activities Food 4 Less Safety G1N1	0709	Materials & Supplies		\$ 2,000.00		Blanket Purchase Order to buy food for parent classes and events	Conditional - RG	
2.2	Safety	Increase	Great Valley AG Day (Safety G1N1 Emerging Students G1N1N2N3 Safety G1N1)	0709	Services	Year 1	\$ 2,000.00		To increase student learning. This is an historical annual school wide science day with presentations across campuses from outside vendors and volunteers.	OK -RG	
2.2	Safety	Increase	Assemblies (Safety G1N1) Fall-Math Magical . Winter-School Yard Rap, and Spring-The Wacky Science Show	0709	Services	Year 1	\$ 8000		Math Magical-An assembly designed to get your students excited about math! School Yard Rap-School Yard Rap mission is to drastically improve the educational experiences of learners of all ages by providing curriculum, content, music, and professional development that uplifts the narratives of minorities. We work to build awareness, knowledge, and competencies for excellence and equity in schools and companies. We've built partnerships across the US and are always seeking new partnerships who are committed to achieving equitable outcomes for all.The Wacky Science Show-More than just whiz, bang, poof and pop, the show focuses on science with everyday objects and makes the Scientific Method easy to understand! I did not include the quote for School Yard Rap as I am not sure if Dr. Baird will be providing the assembly again next year. However I added an additional \$1000 to the estimate with the math and science show just in case I need to fund it.	Show in plan on how this will be measured? - RG	
2.2	Safety	Students do not feel safe on campus/By the end of the 2026-2027 school year, fidelity in Tier 1 and Tier 2 practices will increase by 20% as measured on the TFI inventory.	PBIS Training Safety G1N3	0709	Services	Year 1	\$ 6,250.00		To decrease the amount of suspensions and increase our fidelity with PBIS, we would like to train our ILT & PBIS team members in the Leaving the Village training: Synergizing Restorative Practices, PBIS and Traditional Consequences.Principal Johnson and VP Groves attended the training along with District Leaders in 2023-24 and believe this training would help us build strong alternative means of correction. I would like to bring the trainer to Great Valley in order to train more staff and decrease on the cost of a conference.	Target? - RG	
2.2	Safety	the end of the 2026-2027 school year, fidelity in Tier 1 and Tier 2 practices will increase by 20% as measured on the TFI inventory/By the end of the 2026-27 school year, decrease the number of suspensions related to fighting and unsafe behaviors by 30%, as compared to the 2023-2024 school year, as measured by the school's disciplinary records.	Peaceful Playgrounds. (Safety G1N3)	0709	Services	Year 1	\$ 7,153.81		Playground programs and kits to enhance learning, prevent bullying and promote positive social interaction on the playground at recess. This training will focus on our playgrounds and SSA staff to improve the way in which they not only handle conflict, but help them understand their role to facilitate appropriate interaction and play among students.	Conditional - RG	
2.2	Safety	Students and parents need to feel more connected to Great Valley Elementary School./By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.	Educational Excursions-Science Camp	0709	Services		\$ 8,000.00		The possibility of two buses being required with a cost over 3400. per bus.	OK -RG	
2.2	Safety	Students and parents need to feel more connected to Great Valley Elementary School./By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.	Educational Excursions-Science Camp Bussing-Required Safety G1N1	0709	Services		\$ 5,000.00		Required	Conditional - RG	
2.4	Safety	SN1/SG1	STEM Robotics Elective-Required Safety G1N1	0709	Materials & Supplies		\$ 1,000.00		Required as per Jenni Andrews	Conditional - RG	
							\$ 81,903.81				

\$ 104,500 Allocation 84% UPP

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
1.1	Standard	G1N1N2	Timesheeting (Certificated) (Standards G1N1N2, Emerging Students G1N3)	3010	Certificated Extra-time	Year 1	\$ 7,500.00	Timesheeting for extra hours for tutoring, PLC meetings, translations	Ok - RG
1.2	Standard	G1N1N2	Timesheeting (Certificated) (Standards G1N1N2, Emerging Students G1N3)	3010	Certificated Extra-time	Year 1	\$ 7,500.00	Timesheeting for extra hours for tutoring, PLC meetings, translations	Ok - RG
3.4	Standard	G1N1N2	Timesheeting (Certificated) (Standards G1N1N2, Emerging Students G1N3) TSSP	3010	Certificated Extra-time	Year 1	\$ 10,000.00	Increase Student Learning by timesheeting teachers to have additional PLC time and/or provided tutoring before and after school to students. Also, as we transition to SBRC, some teachers may need additional support for report card planning. This would allow them time to work with the IS or in collaborative teams.	SBRC-General Fund Break Out tutoring and PLC - RG
3.4	Safety	G1N1N2	TSSP (POC Timesheeting) Safety G1N1	3010	Classified Extra-time		\$ 2,150.00	Required	Ok - RG
1.1	Standard (Safety/ES)	G1N1N2/G1N1N2/G1N1	Literacy in a PLC at Work 2 Day Workshop Solution Tree (October 2024) (Standards G1N1N2, Emerging Students G1N1N2N3)	3010	Conferences	Year 1	\$ 5,000.00	To increase student learning in Literacy, I would like to send a team of 5 veteran teachers who serve on the ILT (IS included) to learn how effectively run a PLC conversation focused on Literacy. I have attached the training link to see location and costs. \$5000 is my best guesstimate.	Conditional, Why Literacy? Which Teachers? - RG
2.3	Standard (Safety/ES)	G1N1N2/G1N1N2/G1N1	Family Night, Literacy Night, Science Fair (Standards G1N1N2, Safety G1N1)	3010	Materials & Supplies	Year 1	\$ 5,000.00	Increase student learning in ELA, Math & Science by providing hands on activities while building school connectedness for families. Cost is based on the past costs.	Ok - RG
1.1	Standard (ES)	G1N1N2/G1N1N2N3	PLC Training New Teachers (Standards G1N1N2 Emerging Students G1N1N2N3)	3010	Materials & Supplies	Year 1	\$ 1,019.00	The ILT met and decided that there are 2 areas of need for PLC with the staff: #1- 10 Provide in house training to new teachers who need PLC training on effective PLCs. This will be provided by a Global Learning videos and a Book Talk with Learning by Doing. Books will need to be purchased for new teachers. #2-Veteran teachers would benefit from a conference on PLCs. The ILT did not want to continue with Dave LaRose. They would like a fresh presenter to hear the information differently. The Book 15 Day Challenge by Maria Nielson will be used with the ILT to improve our PLC Process. Attached to this line is the Book order proposal. Below I have proposed the Solution Tree Conference for a team of 5 teachers to attend focused on Literacy conversation.	Ok - RG
3.4	Standard (ES)	G1N1N2	TSSP Services students' needs (Standards G1N1N2)	3010	Materials & Supplies	Year 1	\$ 6,932.00	Last year, I was told to put \$ into my plan in case a homeless student needs supplies for school projects.	Ok - RG
2.3	Safety	G1N1	Parent Involvement & Engagement (Safety G1N1)	3010	Materials & Supplies	Year 1	\$ 1,500.00	To increase parent involvement and connectedness by providing incentives and to incentivize parents to participate in campus educational workshops and trainings. These line item will also cover any costs needed for materials and supplies.	Ok - RG
1.1	Standard (ES)	G1N1/G1N1N2N3	Differentiated Wonders Curriculum Training K-6 Teachers (Standards G1N1 Emerging Students G1N1N2N3)	3010	Services	Year 1	\$ 24,000.00	The ILT met and decided that there are the following Professional Development Needs: #1-10 New Teachers to receive In Depth training in the Tier 1 Wonders Curriculum (Literacy) using the Reading Workshop model (1 in person day & 1 Virtual Follow up) and #2-Veteran staff receive In Depth training in the Tier 2 Supplemental Wonders Curriculum (Literacy) for Access Time (1 in person day & 1 Virtual Follow Up)	Conditional, target Group? - RG
1.2	Standard (ES)	G1N2/G1N1N2N3	PEBC Math Workshop In Person Instructional Coaching (Standards G1N2 Emerging Students G1N1N2N3)	3010	Services	Year 1	\$ 14,400.00	The ILT met to discuss curriculum and instruction needs. In the 2023-24 school year, we purchased two additional days from our PEBC trainer for in person training and coaching. This personalized support helped move our school forward in the Math Workshop model and we would like to keep the momentum going. The coaching days will be to help move our ILT members forward with the model so they become proficient leaders of their grade levels. (Train the trainers model) The attached quote is from the 2023-24 school year, so the cost is approximate.	Conditional, Why ILT again? - RG
2.3	Safety	G1N1	PIQE Signature Family Engagement Program	3010	Services	Year 1	\$ 27,000.00	The Family Engagement Program educates, empowers, and inspires families to take an active role in their student's education while building community and a peer-to-peer network. Families are engaged in programming that encourages fostering a positive educational environment at home and at school to increase academic success.	Ok - RG
1.2	Standard (Safety/ES)	G1N2/G1N1G1N1N2N3	Math Festival (Standards G1N2 Safety G1N1 Emerging Student G1N1N2N3)	3010	Services	Year 1	\$ 5,945.00	Increase student learning by providing math activities to staff, students and families and improve school connectedness. This event will take place with workshop presentations for teachers to prepare for the day, hands on workshops during the day for students, and an evening family event. Our data shows that we need to increase our math skills schoolwide, so this event would not only help with increasing student learning, but also help build school connectedness with families.	Conditional, What spending money on? - RG
2.2	Safety	G1N3	Soul Shop Conflict Resolution (Safety G1N3)	3010	Services	Year 1	\$ 6,000.00	model to work through problems and become certified Peace School Up to two adults per school can join the 3-part virtual cohort with monthly coaching, where they will gain the skills and support to effectively launch and run the Peacemaker Program year round, as well as train and nurture student Peacemakers throughout the year.	Target? - RG
2.2	Safety	Safety G1N3	Soul Shop Conflict Resolution Safety G1N3	3010	Services		\$ 1,750.00	Parenting Workshop Parenting Resat (5 Parts) Information is based of a Widmer Quote from 23-24 that is attached. I have an appointment scheduled to get a GV quote.	Target? - RG
1.4	Safety	G1N1	Artists-in-Schools Residency Grades 4-8 Only (Safety G1N1)	3010	Services	Year 1	\$ 9,500.00	To increase student learning in the arts and increase cultural connectedness by providing art enrichment to students who may not otherwise have these experiences. The attached quote is for the 2023-24 school year. For the 2024-25 school year, the Artists in Residence will work with student in Grades 4-8 since their will be changes to both primary and JH.	Bigger District wide? - RG
	Safety	ip	Outreach Assistant				\$ 43,048.00		Continued
							\$ 178,250.00		

\$ 178,250 Allocation (9)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
2.4	Safety	Students do not feel safe on campus/By the end of the 2026-27 school year, decrease the number of suspensions related to fighting and unsafe behaviors by 30%, as compared to the 2023-2024 school year, as measured by the school's disciplinary records. By the end of the 2026-2027 school year, fidelity in Tier 1 and Tier 2 practices will increase by 20% as measured on the TFI inventory.	Buddy Benches Safety G1N1	9010/0005	Materials & Supplies		\$ 4,753.00	The bench allows other children on the playground to clearly see when another kid needs support or a friend, and they can join them on the bench for a chat or invite them to play.	Ok -RG Not Budgeted at this time
2.2	Safety	Safety/SN1/SO1	Field Trips & SPED Co-Curricular Activities (Standards G1N1N2 Emerging Students G1N1N2N3)	7435	Services	Year 1	\$ 25,000.00	To increase student learning and enhance Tier 1 learning experiences. The school will do its best to bring in field trips to cut down on transportation costs. Each grade level will be provided the opportunity to plan a field trip to enhance their Tier 1 instruction by providing a field trip to their students. This is an estimate in cost as there have not been grade level requests to take field trips other than the trips for 6th grade to WRHS. The goal is for field trips to increase in the next three years.	Bigger discussion on field trips for sale - RG
							\$ 29,753.00		

Educational Partner Input

How, when, and with whom did the school consult as part of the planning process for this Strategic Plan/Annual Review and Update?

Involvement Process for the Strategic Plan and Annual Review and Update

Throughout the course of the 2023-23 school year, the Strategic Plan goals and student performance was reviewed at staff meetings, SSA meetings, Instructional Leadership meetings, PBIS meetings, Quarterly School Site Council and Safety meetings. There were agendas created and minutes/notes taken during the meetings. The format of each meeting was to discuss the current data and have interactive discussions about what obstacles that grade levels were facing and suggestions on how to move student learning forward. At the beginning of the year and the end of the year, parent, staff and students were administered to measure safety and instructional practices. At the end of the year, a community meeting was held with the ILT, SSC and ELAC to gain insight to the parent perspective on how to improve learning. In addition, a Student Leadership meeting was held a the end of the year to get improve school safety and to motivate and engage students. The suggestions from these meetings have been included in this Strategic Plan. Currently, Great Valley does not have a parent-teacher club, but did hold a meeting in April to begin a PTA for the 2023-24 school year.

Date

Staff Meeting Dates: 8/17/23, 8/22/23, 9/19/23, 10/3/23, 10/24/23, 11/7/23, 1/9/24, 2/6/24, 3/5/24, 3/7/24, 4/2/24, 5/14/24

Instructional Leadership Team Meeting Dates: 9/25/23, 10/30/23, 11/27/23, 1/29/24, 2/26/24, 3/7/24, 4/29/24

Safety Team Meeting Dates: 12/12/23, 1/26/24, 4/29/24

School Site Council Meeting Dates: 11/7/23, 1/26/24, 4/8/24, 4/29/24

English Language Advisory Council Meeting Dates: 9/13/23, 11/16/23, 1/24/24, 4/8/24, 4/29/24

Parent Information Meetings: Title 1 & Back to School 8/15/23, 8/16/2, LCAP 3/25/24, SBRC 4/10/24

PTA Informational Meeting 4/10/24

Student Leadership Meeting: 4/18/24

SSA Meeting Dates: 9/18/24, 11/29/23 1/12/24, 2/7/24, 3/6/24

Groups

Certificated and Classified Staff

Instructional Leadership Team

Safety Team

School Site Council

English Language Advisory Council

Student Leadership

Parent

SSAs

Outcome

During the staff meetings, the school goals were reviewed and shared Data folder was created to keep track of the ATSI subgroup data for PLC discussions. At the ILT meetings, discussions were focused on student learning by examining data and discussing the PEBC Workshop model as a focus of professional development.

The ILT made suggestions throughout the year and their suggestions for differentiated professional development was a recommendation they brought forward and recommended heavily. There was a shortage of teachers and subs this year, and many teachers were onboarded without adequate training in the base curriculum, signature strategies and the PLC process. The ILT suggested that new teachers receive training in the base curriculum and MUSD signature strategies

while the ILT members take the lead with a professional development focusing on how the Tier 2 supplements work along with the Tier 1 curriculum to address the learning needs of students. The ILT also suggested that the new teachers be given a training on how effective PLC function at the onset of the year, so their PLCs will be more effective next year. Further, the ILT expressed concerns for the regression of PBIS strategies being implemented on campus and feel as if there may be times that the ILT meet with the PBIS team for discussions about moving the school forward. The ILT also expressed concerns regarding the need to clarify the COST process and what happens at the meeting with their students, improve the follow through on SSTs and the need for better communication with the discipline process after a student is sent to the office.

The Safety Team discussed the safety protocols in the Safety Plan and determined that the protocols need to be examined and communicated out more clearly. There are concerns for the procedures for communication with the afterschool program, the flow of traffic before and after school, the need for more supervision, the concern for lack of supervision at time in the morning and at lunch, and the need to decrease the amount of fighting and inappropriate & unsafe behaviors. The team discussed the need for training for SSAs on how to better supervise the yards and deal with conflict management, the staff needs training in restorative practices, and the need for administrators to be trained on how to balance PBIS, restorative practices and traditional consequences to be more effective. The team also discussed the need for additional cameras and the relocation/realignment of cameras that do not have clear visibility.

The School Site Council reviewed student learning data and had discussions about the concern that the majority of Great Valley students are performing below the proficiency levels. The ATSI group data was also reviewed along with the Strategic Plan and school goals. The school team provided parents with updates on what professional development was occurring to help improve students learning and explained the PLC process of reviewing data. There were also discussions to engage more parents on campus to educate them on how to help their child be more successful in school. A recommendation from a SSC member was made at the end of the year community meeting to better explain the purpose of the meetings so parents understand how important school meetings are for their child's success.

During the English Language Advisory Council meetings, the school plan and goals were discussed along with ELL progress on the ELPAC, CAASPP, and MAP assessments. Reclassification requirements were discussed, and discussions were held on how to improve instructions for English Language Learners. One important recommendation that was made by the ELPAC committee was the need to be able to support their students at home in reading and writing when they do not speak or write the language. At the community meeting, the EPIC digital platform was discussed as it allows for the supports that the ELL parents need for reading while the teachers are able to set the Lexile level for their students to have more opportunities to read at their independent level at home. Further, and IIT member added that the platform also allows them to add a library shelf of books that enhance the content being taught in class. The program allows the teacher to pull data to track usage and engagement.

At the community meeting, another suggestion came up to increase the incentive program. An ELAC parent explained to the group that she has noticed that her child gets more excited when she is working to reach a goal and gets rewarded for her efforts. Other parents and teachers chimed in and a discussion was held about the importance of setting goals and rewarding students. The discussion led to the need to improve the current reward system so there is a variety of rewards and students are excited and encouraged and not inundated with the same type of reward.

The Student Leadership class met with the administration team to discuss the student safety results. The students stated that there needs to be more severe consequences for fighting and unsafe behaviors so students know and understand they will get a consequence. They agreed that many students feel like they can behave in an unsafe way because they are not concerned with getting in trouble. They agreed that there are not enough staff members who teach and rewards the PBIS ROARS behaviors and that incentives do help students to do better. They made suggestions on how to improve incentives. The 8th grade group discussed how COVID took away their opportunity to go to Science Camp and that was something they had looked forward to prior to COVID, and then when they returned to school there were no field trips. They suggested that the administrators try to provide more field trips and bring in more assemblies to motivate student learning.

Parents were invited to come onto campus for school events. Prior to the Back-to-School Night meeting, a Title 1 informational meeting was advertised, but zero parents attended. The intention of that meeting was to review the school data and goals. A community LCAP meeting was held at Weston Ranch High School, and the main concerns that were addressed by the Great Valley Parents was the traffic congestion on Bess during the morning and afternoon drop off, the lack of crosswalk on Bess/Starr Way and the need for more supervision on campus.

Currently, Great Valley is in the process of planning to establish a PTA for the 2024-25 school year.

Monthly meetings were held to support and train the School Site Assistants. School Safety Goals and PBIS strategies were discussed. During these discussions common themes emerged: the need to ensure that all SSA staff are upholding a positive demeanor with students, the need to train them on Peaceful Playgrounds to help with Conflict Management, and making sure that everyone on the team is performing their jobs adequately. The morale of the team was impacted throughout the year by members of the team who did not uphold the expectations. The administration team needs to be present more during recess and lunch to support the SSA team.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Theresa Johnson	Principal
Darlene Fultcher-Guyton	Parent or Community Member
Arrielle Wilson	Parent or Community Member
Nayelli Lopez	Parent or Community Member
Kassandra Luna	Parent or Community Member
Destiny Leyvas	Parent or Community Member
Kat Graves	Other School Staff
Laura Thomas	Classroom Teacher
Brooke Robinson	Classroom Teacher
Darin Willett	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Strategic Plan requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
America Center	English Learner Advisory Committee
Laura Johnson	Other: Instructional Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This Strategic Plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This Strategic Plan was adopted by the SSC at a public meeting on April 29, 2024.

Attested:

Theresa Johnson	Principal, Theresa Johnson on 4/2924
Darin Willett	SSC Chairperson, Darin Willett on 4/2924