



Manteca Unified School District Strategic Plan

2025-2026

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 – Chronic Absenteeism

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 215 students while the main site has approximately 761K-8 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 73 students in its preschool program and 55 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 Stemsscopes 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
948	75.9%	33.5%	0.9%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	318	33.5%
Foster Youth	9	0.9%
Homeless	95	10%
Socioeconomically Disadvantaged	720	75.9%
Students with Disabilities	133	14%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	134	14.7
American Indian	6	0.7
Asian	105	11.5
Filipino	73	8
Hispanic	510	56
Two or More Races	35	3.8
Pacific Islander	19	2.1
White	29	3.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	12.2%
American Indian	7	0.7%
Asian	117	12.3%
Filipino	64	6.8%
Hispanic	553	58.3%
Two or More Races	38	4%
Pacific Islander	24	2.5%
White	29	3.1%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2353.	2345.	2359.	5.49	10.53	10.43	12.09	9.47	13.04	30.77	16.84	21.74	51.65	63.16	54.78
Grade 4	2412.	2392.	2390.	6.73	9.00	9.62	21.15	8.00	8.65	20.19	20.00	16.35	51.92	63.00	65.38
Grade 5	2453.	2451.	2443.	6.60	6.67	7.92	24.53	24.76	21.78	24.53	27.62	22.77	44.34	40.95	47.52
Grade 6	2497.	2488.	2490.	7.84	4.76	6.73	25.49	31.43	27.88	35.29	27.62	34.62	31.37	36.19	30.77
Grade 7	2510.	2540.	2529.	8.85	12.93	9.43	27.43	37.07	35.85	29.20	26.72	29.25	34.51	23.28	25.47
Grade 8	2536.	2523.	2560.	10.48	7.00	14.29	31.45	30.00	34.92	25.81	35.00	28.57	32.26	28.00	22.22
Grade 11															
All Grades	N/A	N/A	N/A	7.81	8.53	9.91	24.22	23.99	23.93	27.50	25.76	25.61	40.47	41.71	40.55

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2362.	2364.	2374.	4.44	6.32	4.31	14.44	12.63	15.52	26.67	15.79	25.00	54.44	65.26	55.17
Grade 4	2406.	2416.	2404.	0.96	4.04	4.72	12.50	15.15	11.32	37.50	33.33	28.30	49.04	47.47	55.66
Grade 5	2432.	2441.	2422.	0.95	3.81	6.93	12.38	11.43	7.92	24.76	32.38	15.84	61.90	52.38	69.31
Grade 6	2484.	2465.	2450.	7.92	8.57	4.81	10.89	9.52	10.58	43.56	32.38	25.00	37.62	49.52	59.62
Grade 7	2473.	2507.	2477.	6.19	9.57	3.77	10.62	20.00	17.92	30.97	33.91	27.36	52.21	36.52	50.94
Grade 8	2475.	2502.	2503.	6.56	9.18	9.60	9.84	13.27	14.40	27.05	31.63	25.60	56.56	45.92	50.40
All Grades	N/A	N/A	N/A	4.57	6.97	5.78	11.65	13.78	13.07	31.65	30.15	24.62	52.13	49.11	56.53

**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	32.03	32.53
Female	35.60	36.18
Male	28.39	29.36
American Indian or Alaska Native	--	--
Asian	39.74	39.73
Black or African American	27.27	24.47
Filipino	55.77	53.06
Hispanic or Latino	26.97	28.15
Native Hawaiian or Pacific Islander	42.86	33.33
Two or More Races	42.86	53.33
White	23.53	31.25
English Learners	13.18	14.05
Foster Youth	--	--
Homeless	16.67	21.05
Military	20.00	42.86
Socioeconomically Disadvantaged	29.43	29.64
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.57	8.51

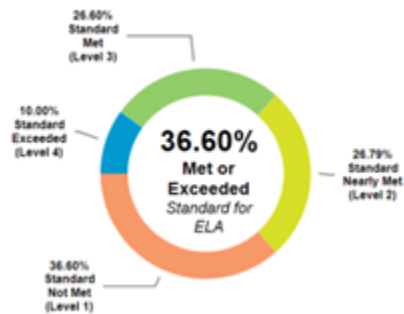
CAASPP Results Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	16.22	20.75
Female	14.64	17.87
Male	17.83	23.38
American Indian or Alaska Native	--	--
Asian	20.51	22.22
Black or African American	12.64	15.96
Filipino	26.92	40.82
Hispanic or Latino	13.84	18.58
Native Hawaiian or Pacific Islander	21.43	18.18
Two or More Races	26.92	26.67
White	17.65	18.75
English Learners	5.00	9.19
Foster Youth	--	--
Homeless	9.52	17.86
Military	20.00	25.00
Socioeconomically Disadvantaged	15.51	19.13
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	0.95	2.15

Data

ELA

Percent of students within each achievement level



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

Item Performance Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

WRITING: How well do students communicate in writing?

Item Performance Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

LISTENING: How well do students understand spoken information?

Item Performance Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

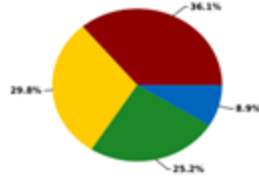
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Item Performance Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Score Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

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

View Linking Study: <https://www.azed.gov/education/assessment/assessment-reports>

Grade	Student Count	Not Met Count	Not Met Percent	Nearly Met Count	Nearly Met Percent	Met Count	Met Percent	Exceeded Count	Exceeded Percent
2	92	47	51.1%	21	22.8%	18	19.6%	6	6.5%
3	114	54	47.4%	29	25.4%	23	20.2%	8	7.0%
4	102	58	57.8%	32	31.4%	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	38.0%	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%	195	26.5%	65	8.9%



Growth and Achievement Overview

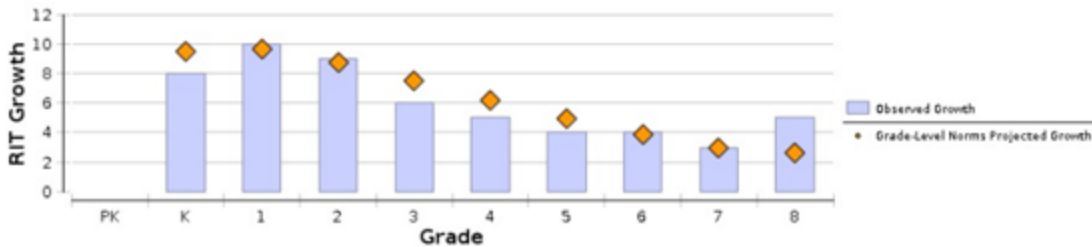


Great Valley Elementary

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against Student Norms								
		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	NA			NA			NA		NA			NA			
K	28	139.7	10.7	72	147.1	12.7	86	8	1.7	9.5	-1.47	7	28	12	43	39
1	93	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	36	103	53	51	50
7	101	209.8	15.2	27	212.2	13.9	25	3	0.8	3.0	-0.59	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



Standard	Count	Percent	Standard	Count	Percent	Standard	Count	Percent	Standard	Count	Percent	Standard	Count	Percent	Standard	Count	Percent
Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%
Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%	Reading Comprehension	80	80%
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Kinder

Foundational Skills Performance Breakdown



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
<p>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.</p> <p>Revised 11/26/24</p> <p>Utilize a K-3 Intervention Teacher to provide intensive support to students identified as below grade level on the MAP Fluency assessment and teacher observations.</p> <p>Revision for Cycle 3 3/14/25</p>	<p>Edmentum Pre/Post test</p> <p># of students demonstrating understanding from pre to post test on targeted skills.</p> <p>Revised on 11/26/24</p> <p>Kinder: CORE Upper, Lower and Sounds</p> <p>1st : CORE Phonics Survey, CORE Assessments, MAP Fluency, and Illuminate Foundational Assessments</p> <p>2nd: CORE Phonics Survey, CORE Assessments, and MAP Fluency</p> <p>3rd : ELA: CORE Phonics Survey, CORE Assessments, and MAP Fluency</p>	<p>Kinder: 12 Students identified who did not know Upper case letters, low case letters, letter identification and letter sounds.</p> <p>1st: 5 students identified who did not know Upper case letters, low case letters, letter identification and letter sounds.</p> <p>2nd: 7 students identified who did not know Upper case letters, low case letters, letter identification and letter sounds.</p>	<p>Met See Intervention Data:</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fIS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWO_NprcZGw?e=es0X8L</p>			<p>Time</p> <p>Money</p> <p>People</p>
<p>Implement Afterschool Tutorials targeting 2nd-8th graded students who scored in the orange</p>	<p>Edmentum Pre/Post test</p> <p># of students demonstrating understanding from pre to post test on targeted grade level standards.</p>	<p>Pre Test-TBD</p> <p>2nd</p> <p>3rd</p> <p>4th</p> <p>5th</p> <p>6th</p> <p>7th</p> <p>8th</p>	<p>Making Progress: See Cycle 3 Data.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fIS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWO_NprcZGw?e=es0X8L</p>			<p>Time</p> <p>Money</p> <p>People</p>

<p>performance band on Fall Map. Revised on 11/26/24.</p> <p>Revised 3/14/25 Focus on English Language Learners based on California Dashboard going from Blue to Red zone.</p>	<p>Revised on 12/2/24. Pre/Post test will be aligned to specific areas determined by Grade level.</p>	<p>Revised 12/2/24</p> <p>Group 1-3rd Grade: 9 students were identified as needed Tier 2 supports foundational reading skills. Assessments were giving on initial consonants, final consonants, short vowels, diagraphs, blends, long vowels, other vowels, inflected endings, and word corrections.</p>	<p>V6fIS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWONprcZGw?e=es0X8L</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. Refined 11/26/24 Using the EPIC & SORA Home/School platforms for K-8 students we will increase students reading outside of school hours to support Tier 1 instruction which will increase literacy skills.</p> <p>Revised 3/14/25</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>Revised 11/26/24 % of students using the platform as a reading resource at home.</p>	<p>Winter 2024 Baseline Survey:</p> <p>K 1 2 3 4 5 6 7 8</p>	<p>Did not meet. The EPIC Platform does not adhere to the MUSD privacy policies, so EPIC will not be used. This action item was discontinued during Cycle 3.</p>			Time Money People

Discontinue as the EPIC platform cannot meet the privacy policies as required by MUSD.						
<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>Cycle 3 Revision 3/14/2025: Intervention Teacher-2 & 3 Instructional Specialist-1 & 4 VP#1- 5 & 6 VP#2- 7 & 8 Principal-TK & Kinder</p>	<p>Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.</p> <p>Revised 11/26/24</p> <p>Review of PLC protocols to determine the strength of evidence of the four questions being discussed.</p>	<p>Cycle 1 Baseline Protocols:</p> <p>UTK: No evidence Some evidence-X Strong Evidence</p> <p>Kindergarten: No evidence Some evidence-X Strong Evidence</p> <p>1st Grade: No evidence Some evidence Strong Evidence-X</p> <p>2nd Grade: No evidence Some evidence-X Strong Evidence</p> <p>3rd Grade: No evidence Some evidence Strong Evidence-X</p> <p>4th Grade: No evidence Some evidence-X Strong Evidence</p> <p>5th Grade: No evidence Some evidence-X Strong Evidence</p>	<p>Making Progress:</p> <p>TK: No evidence Some evidence X Strong Evidence</p> <p>Kindergarten: No evidence Some evidence X Strong Evidence</p> <p>1st Grade: No evidence Some evidence X Strong Evidence</p> <p>2nd Grade: No evidence Some evidence X Strong Evidence</p> <p>3rd Grade: No evidence Some evidence X Strong Evidence</p> <p>4th Grade: No evidence Some evidence-X Strong Evidence</p> <p>5th Grade: No evidence Some evidence-X Strong Evidence</p>			Time Money People

		6th Grade: No evidence Some evidence-X Strong Evidence 7h Grade: No evidence Some evidence-X Strong Evidence 8th Grade: No evidence Some evidence-X Strong Evidence	6th Grade: No evidence Some evidence-X Strong Evidence 7th Grade: No evidence Some evidence-X Strong Evidence 8th Grade: No evidence Some evidence-X Strong evidence			
Using Professional Development & Training for staff focused on effective reading and writing instruction strategies to improve literacy instruction. Revised 11/26/24 Use a differentiated approach to Professional Development and Training to increase the knowledge and build capacity of the teaching staff in Literacy Instruction.	Learning walk data % of teachers using strategies learned at professional development. Revised 11/26/24 Teacher Survey measuring the effectiveness in helping to prepare them to teach the Wonders base and supplemental curriculum to students.	# of teachers surveyed measuring effectiveness of PD in helping them feel more prepared in teaching literacy skills. New Teachers: 1.The Wonders training helped to support my knowledge and understanding of Literacy. Instruction. Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree 2.I have and will continue to use what I learned to teach the Wonders	Making Progress: This data set is the same as there was no additional PD after Tri 1. New Teachers 1.The Wonders training helped to support my knowledge and understanding of Literacy. Instruction. Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree 2.I have and will continue to use what I learned to teach the Wonders			Time Money People

		<p>curriculum with fidelity. I have and will continue to use what I learned to teach the Wonders curriculum with fidelity.</p> <p>Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree</p> <p>ILT Members: 1.The Wonders training helped to support my knowledge and understanding of how to use the Tiered supports to enhance the base instruction.</p> <p>Strongly Agree-1 Agree=3 Neutral-1 Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned about the supplemental materials to help guide my PLC team in supplemental supports in literacy instruction.</p> <p>Strongly Agree-1</p>	<p>curriculum with fidelity. I have and will continue to use what I learned to teach the Wonders curriculum with fidelity.</p> <p>Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree</p> <p>ILT Members: 1.The Wonders training helped to support my knowledge and understanding of how to use the Tiered supports to enhance the base instruction.</p> <p>Strongly Agree-1 Agree=3 Neutral-1 Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned about the supplemental materials to help guide my PLC team in supplemental supports in literacy instruction.</p>			
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		Agree-3 Neutral-1 Disagree Strongly Disagree	Strongly Agree-1 Agree-3 Neutral-1 Disagree Strongly Disagree			
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	<p>Student Survey % of students stating incentive-built confidence, motivation, and skills in reading and writing.</p> <p>Revised 11/26/24</p> <p>% of students stating incentives motivate them to do better in school</p>	<p>Fall 2024 Survey results:</p> <p>75% of the students surveyed stated that prizes and rewards motivate them to do better in school.</p>	<p>Making Progress.</p> <p>77% of the students surveyed stated that prizes and rewards motivate them to do better in school.</p> <p>https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p>			Time Money People
<p>Improve the library with culturally relevant books based on student interest.</p> <p>Revised 11/226/24</p> <p>Improve student reading choices with culturally relevant books based on student interest which will help to improve literacy skills.</p>	<p>Student Survey- waiting on feedback from the DO.</p> <p>Revised 11/26/24.</p> <p>% of Students who are able to find books of interest in the school library.</p>	<p>To be determined 2024-2025.</p> <p>Student book interest survey</p> <p>% of students who report they are a good reader 79%</p> <p>% of students report they enjoy reading 88%</p> <p>% of students reporting they</p>	<p>Making Progress.</p> <p>86 % of students who report they are a good reader 86%</p> <p>82 % of students report they enjoy reading 64% of students reporting they read at home 69 % of students</p>			Time Money People

		<p>read at home 76%</p> <p>% of students reporting they enjoy reading nonfiction books 79%</p> <p>% of students reporting they enjoy reading fiction books 67%</p> <p>% of students reporting they enjoy reading on their devices 90%</p> <p>% of students reporting they would read more if they had access to EPIC/SORA at home 88%</p> <p>% of students reporting they find the school library has a good variety of books 76%</p> <p>% of students reporting that they would read more by being incentivized 86%</p>	<p>reporting they enjoy reading nonfiction books 66 % of students reporting they enjoy reading fiction books 89 % of students reporting they enjoy reading on their devices 79 % of students reporting they would read more if they had access to EPIC/SORA at home 76% of students reporting they find the school library has a good variety of books 74 % of students reporting that they would read more by being incentivized</p> <p>Reading Interests Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=Wwzf8IJvCXmqSj8wFklFkjhoo58WdX9w&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUNVBIMzJTVFJERVVNM0hFVEhHTE5VUJI </p>			
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			Vy4u			
<p>Foundations: IS Support to fully implement the use of the foundations curriculum.</p> <p>Revised 3/6/25</p>	Baseline: Foundations Learning Walk	2/14 Classrooms teaching Foundations during their scheduled time via Learning Walks.	<p>Making progress.</p> <p>6/14 Classrooms teaching Foundations during their scheduled time via Learning Walks.</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1:</p> <p>Based on data from cycle 1, we show that our action items are effective in moving us to our 5% growth by the end of the school year. Upon review of our fall ELA data, we have a projected proficiency level of 35.7% which is an increase from the Spring CAASP proficiency level of 33.84% which is an increase of 1.86%. We will review the data again after the Winter MAP assessment.</p>	<p>Based on the action items above we have collected the following data to show that our action items are being implemented.</p> <p>A1 (Interventions): Please note that the school does not have an Instructional Specialist. After the initial assessment window, PLC met and discussed the students who were struggling both on assessment and in class. Groups were developed based on these discussions.</p> <p>Kinder: 12/12 Kinder students demonstrated growth in their upper case, lower case, letter identification and letter sounds.</p> <p>1st: 5/5 students identified who did not know demonstrated growth in upper case letters, low case letters, letter identification and letter sounds.</p> <p>2nd: 5/7 demonstrated growth in upper case letters, low case letters, letter identification and letter sounds. 1 of the students who did not respond has been taken to SST and it was determined to assess. The other students who did not respond is</p>	<p>A1: Continue this action item.</p> <p>A2: We will be refining action items 1 & 2 to make our pre/post assessments more specific and meaningful. The intervention teacher will begin helping to monitor after school tutorials A1 beginning in December.</p> <p>Group 1: 3rd Grade- 9/9 students were responded positively to the intervention on initial consonants and final consonants, 8/9 responded positively on students responded positively to the intervention on short vowels and diagraphs, 7/9 responded positively to the intervention on blends, 5/9 responded positively on the intervention on long and</p>	Continue

	<p>scheduled for an SST.</p> <p>A2 (After School Tutoring): Interventions after school are voluntary. We currently have teachers in grades 2 & 3 doing tutoring for both reading and math. Group 1 (3rd Grade)-6/6 students have responded to the initial and final consonant sounds, but there are 2-4 students who are not responding to the other targeted foundational skills. Discussions will be held to plan next grouping cycles and plan for struggling students. Other data will be added to the sheet for other tutoring groups to track data.</p> <p>A3 (EPIC home use): We did not have an opportunity to establish a baseline for this action. We are still working with EPIC to get the student privacy agreement signed. We will collect baseline data in Winter 2024 or when students are given access.</p> <p>A4 (Strengthening PLCs): It was determined that the Solution Tree survey would not be an appropriate measure of determining whether the PLC discussions are staying focused on the 4 questions. In November, the ILT members were asked to review their grade level notes and determine whether they were evidence of answering the 4 questions. This reflection will continue to be a part of the ILT meetings. See the baseline results above or on the data sheets. 2/10 grade levels are using the PLC protocols with strong evidence and 8/10 are using the PLC protocols with some evidence.</p> <p>A5 (Professional Development): For the Wonders Tier 1 training with Kathy Bumgardner working with the new teachers, the survey demonstrates that the 7/9 new teachers who responded stated they strongly agree, or agree, that the training helped to support their knowledge and</p>	<p>other vowels, 8/9 students responded positively to the intervention on inflected endings, and 9/9 responded positively on the interventions on word corrections.</p> <p>The school does not have an Instructional Specialist at this time.</p> <p>A3: EPIC home use has not been established because the company has not responded to the IT department with the privacy agreement. This action will continue into Cycle 2 and will begin as soon as the agreement is signed.</p> <p>A4: We will continue providing training, support and feedback to improve our PLCs.</p> <p>A5: Based on teacher feedback, we will continue our work with professional development opportunities with literacy instruction.</p> <p>A6: Based on student feedback, we will continue to improve our use of student incentives for academics.</p> <p>A7: We will continue to order books for students in cycles 2 & 3.</p>	
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	<p>understanding of literacy instruction and are more prepared to teach the Wonders curriculum with fidelity. They asked for more support with model lessons, how to incorporate grammar in lessons, more time to collaborate, how to find standards in the curriculum and how Wonders and Foundations work together.</p> <p>For the Wonders Tier 2/3 training with Kathy Bumgardner working with the ILT, the survey demonstrated that the 5/7 who responded stated that they are neutral or agree/strongly agree that the training helped to support their knowledge and understanding of how the tiered supports help to enhance base instruction and they will continue to help guide their grade level PLCs on using these supports. They asked for additional supports in getting the entire staff trained, Wonders writing workshops, more time to collaborate on product and strategies to create and use in the classroom, more time to become familiar with the curriculum and how to use the curriculum in small groups along with Foundations.</p> <p>A6 (Academic Incentives): A survey was given to the student Spring of 2024 and 75% of students reported that incentives motivate them in school. The action step was revised because confidence is difficult to measure. A book vending machine has been purchased, and we are hoping to do a January kick off. The LMTs will be providing coins to each student who reads a book and provides them with a report in a given genre.</p> <p>A7 (Increase Culturally Relevant Books): The survey given to students demonstrates that the majority of students believe they are good readers (79%) and enjoy reading (88%); however, only 76% enjoy reading at home. The students who responded, 79% enjoy reading nonfiction books, while only 67% enjoy fictional books.</p>		
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	<p>The highest scoring area was 90% of the students stated they like reading on their school devices. 86-88% of the students stated that they would like to have access to online platforms such as EPIC and SORA to read at home, and that they want to be incentivized to read more. This data shows the need to order a variety of books that students would like to read, and to provide them with more exposure reading fictional books for pleasure and give them more access to a variety of books on their devices.</p> <p>Please see Cycle 1 Standards-Reading Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EbnNhvN72wxMpvTk1lqsxWgBmjr9_OjKq6Kx4JSbKJcSIA?e=hH3mmC</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are somewhat effective in moving us to our 5% growth by the end of the school year.</p> <p>Upon review of our winter ELA data, we have a projected proficiency of 36.4% which is an increase of .7% proficiency from the fall ELA data and an overall increase of 2.56% from the Spring CAASP proficiency level of 33.84%.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective:</p> <p>A1 (Interventions): A week before Winter Break, GV had new Instructional Specialist placed who has played a vital role in helping the GV teachers with assessments, data analysis and reforming BruWiN groups.</p> <p>The IS is conducting intervention with first and second grade groups and will focus on 1st and 4th grade PLC team support.</p> <p>Kinder: Upper case letters: 19/20 strong progress, 1/20 limited progress Lower case letters: 17/20 strong progress, 2/20 some progress, 1/20 limited progress Sounds: 14/20 strong progress, 3/20 some progress, 3/20 limited progress</p> <p>1st: Uppercase letters: 10/10 strong progress</p>	<p>A1: Continue this action item.</p> <p>A2: Continue this action item.</p> <p>A3: Discontinue this action item.</p> <p>A4: Continue this action item.</p> <p>A5: Continue this action item.</p> <p>A6: Continue this action.item.</p> <p>A7: Continue this action item.</p>	

	<p>Lowercase letters: 10/10 strong progress Sounds: 13/13 strong progress CVC: 4/4 strong progress</p> <p>2nd: CVC: 9/10 strong progress, 1/10 limited progress (referred for SST/getting tested)</p> <p>3rd Multiplication focus: 9/10 limited progress, 1/10 some progress (Shifting focus for trimester to number sense)</p> <p>A2 (After School Tutoring): During Cycle 2 a decision was made to target English Language Learners for after school tutoring. We will have this data in Cycle 3.</p> <p>A3 (EPIC home use): The EPIC platform personnel met with our IT department, and it was determined that they do not have the proper privacy policies in place for us to move forward with this action item.</p> <p>A4 (Strengthening PLCs): During Cycle 2, the principal and IS met after data discussions and determined that all of the PLC teams scored in the? stages. A survey was sent to the ILT members who were asked to work with their grade level teams to do a self-assessment of the stages of team development. The results illustrated that either the teams may be confused about the PLC process, or some grade levels inflated their scores.</p> <p>A5 (Professional Development): The Instructional Specialist began working at GV the week before Winter Break. She was given the survey results from teachers and the follow up supports that were needed in Wonders. The IS has been following up with those needs by providing 1:1 support with teachers. Foundations</p> <p>A6 (Academic Incentives): Incentives</p>		
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	<p>are offered in the classrooms and schoolwide. The Bruin Den has been set up and the PBIS team is working on getting a few teachers and students to utilize it so we can get feedback. The PBIS Reward platform has been set up and rolled out schoolwide. The Book Vending Machine has been delivered but not rolled out. A determination has been made to not roll it out this year, rather do a kickoff with a yearlong plan next school year.</p> <p>A7 (Increase Culturally Relevant Books): The LMTs will work together to purchase books during Cycle 3. Please see Standards Progress Monitoring Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/ET8r2Y3Aap5KIBTAERidzEkBqhIP2II1StPRagFtBckMpQ?e=qf0gIp https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EbOXqohWAGpHj7nQzrIrDQEBzg1n0wG8AHlbobsIskzDew?e=R6ydRh</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are somewhat effective in moving us to our 5% growth by the end of the school year.</p> <p>Upon review of our spring ELA MAP data, we have a projected proficiency of 31.3% which is a decrease of 5.1% proficiency from the winter MAP ELA data and an overall decrease of 2.54% from the Spring CAASP ELA proficiency level of 33.84%.</p> <p>It is notable that the students at Great Valley were showing an increase in scores from the spring ELA CASSPP to Winter MAP,</p>	<p>A1 (Interventions) Kinder: Uppercase Letters: 6/7 strong progress, 1/7 limited progress Lowercase Letters: 11/12 strong progress, 1/12 limited progress Letter Sounds: 13/15 strong progress, 1/15 some progress, 1/15 limited progress CVC Words: 9/14 strong progress, 3/14 some progress, 2/14 limited progress HFW: 8/14 strong progress, 1/14 some progress, 5/14 limited progress</p> <p>1st Grade: HFW: 14/29 strong progress, 5/29 some progress, 10/29 limited progress CVC Words: 24/29 strong progress, 2/29 some progress, 3/29 limited progress Consonant Blends with short vowels: 11/29 strong progress, 5/29 some progress, 9/29 limited progress Short Vowels with diagraphs: 14/19</p>	<p>A1: Continue this action item for the 2025-2026 school year.</p> <p>A2: Continue this action item for the 2025-2026 school year.</p> <p>A3: Continue this action item for the 2025-2026 school year.</p> <p>A4: Continue this action item for the 2025-2026 school year.</p> <p>A5: Continue this action item for the 2025-2026 school year.</p> <p>A6: Continue this action item for the 2025-2026 school year.</p>	

<p>and there was a significant decrease in Spring. This may be due to the fact that students started the CAASPP testing, paused to test for NWEA and returned immediately to CAASPP testing in the month of April. This may be a factor in the decline.</p>	<p>strong progress, 4/19 some progress, 1/19 limited progress</p> <p>2nd Grade: CVC Words: 18/19 strong progress, 1/19 limited progress Consonant Blends with short vowels: 13/19 strong progress, 4/19 some progress, 2/19 limited progress Short Vowels with diagraphs: 13/19 strong progress, 4/19 some progress, 2/19 limited progress</p> <p>A2 (After School Tutoring): During Cycle 3, a decision was made to target English Language Learners for after school tutoring. We will have this data in Cycle 3. Please see Emerging Students, ELLs for this information.</p> <p>A3 (EPIC home use): The EPIC platform personnel met with our IT department, and it was determined that they do not have the proper privacy policies in place for us to move forward with this action item. The school will continue with offering SORA as a school to home platform. (revised).</p> <p>A4 (Strengthening PLCs): All of the PLC teams are ranging int the areas of 1-3 on the Stages of Team Development. In order to move the process further along on the continuum, we will be receiving professional development on the 15-Day Challenge, Simplify and Energize Your PLC at Work Process.</p> <p>A5 (Professional Development): To improve literacy, during the 2025-2026 school year, teachers in grade levels K-3 will receive monthly coaching from Wilson on the base curriculum Foundations. In grades 4-8, teachers will receive training on the science of reading, CORE.</p> <p>A6 (Academic Incentives): Incentives are offered in the classrooms and schoolwide. The PBIS Reward platform has been set up and rolled out</p>	<p>A7: Continue this action item for the 2025-2026 school year.</p>	
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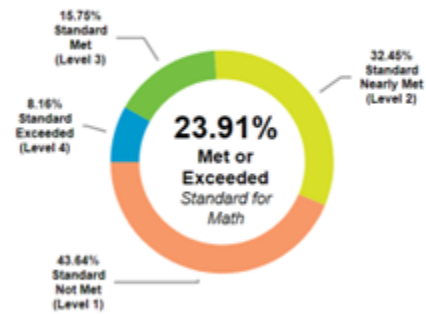
	<p>schoolwide.</p> <p>A7 (Increase Culturally Relevant Books): The books that have been purchased will be inventoried and cataloged for shelving.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>Please see Standards Backcasting Document: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fLS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWONprcZGw?e=es0X8</p> <p>MAP Projected Proficiency Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/ETqASuRUjEBCnGYCv0VxAyIBQm2KPZBVGHxr7Ryo5tSRYQ?e=F9Kiri</p> <p>MAP Growth Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/EUfY3tFpkg1CiRzg69sGVuMBtdhzaMmrch_75fsiJZjBaA?e=44ezWi</p> <p>Student Interest Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=Wwzf8IJvCXmqSj8wFklFkjho058WdX9w&id=4GMJwTXo9Ea9bkyTW-ijtnhv41sv3QFJv0Pe2bWc59VUNVBIMzJ</p>		
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Progress Monitoring 25-26

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?

Auto Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	7.37%	10.10%	5.71%	5.77%	8.70%	9.18%	N/A	7.79%
Meets Standard	31.50%	30.30%	43.01%	44.23%	52.17%	42.06%	N/A	42.09%
Below Standard	61.05%	55.51%	50.40%	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?

Grade	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard		9.47%	4.94%	7.62%	5.71%	13.91%	7.14%	N/A	8.10%
Near Standard		37.89%	49.45%	48.57%	42.86%	49.57%	58.16%	N/A	47.23%
Below Standard		52.63%	50.51%	43.81%	51.43%	36.52%	33.67%	N/A	44.57%

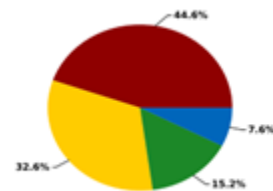
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

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%	7.62%	8.70%	9.18%	N/A	6.81%
Meets 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	34.85%

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

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

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	80	38	38.1%	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	58	54.7%	31	29.2%	15	14.2%	2	1.9%
7	103	42	40.8%	40	38.9%	15	14.6%	6	5.8%
8	127	37	30.3%	40	32.8%	18	14.8%	27	22.1%
Total	732	320	44.4%	240	32.8%	112	15.2%	56	7.6%



Great Valley Elementary





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 Growth 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. 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 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
<p>Afterschool Tutorials targeting 2nd-8th graded students who scored in the orange performance band on Fall Map.</p> <p>Revised 12/1/24</p>	<p>Edmentum Pre/Post test</p> <p># of students demonstrating understanding from pre to post test on targeted grade level standards.</p> <p>Revised on 12/2/24. Pre/Post test will be aligned to specific areas determined by Grade level.</p>	<p>3rd Grade: 11 students were identified as struggling with place Value & Rounding to the nearest Tens & Hundreds.</p>	<p>Limited Progress: 14/14 made growth. We were only able to offer intervention to 3rd grade and that was during the school day by our intervention teacher.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV8sZoL-WollsEfyTV8vsREBGH03AoNI nsWviej34I30Iw?e=bztFLI</p>			<p>Time</p> <p>Money</p> <p>People</p>

Using Professional Development & Training of staff members we will increase the use of effective instructional practices for classroom.	<p>Learning walk data % of teachers using strategies learned at professional development.</p> <p>Revised 11/26/24</p> <p>Teacher Survey measuring the effectiveness in helping to prepare them to teach the PEBC Workshop Model to students.</p>	<p>The PEBC trainings provided by the district have helped to support my knowledge and understanding of math Instruction</p> <p>Strongly Agree-1 Agree-6 Neutral-5 Disagree Strongly Disagree</p> <p>2.The PEBC coach, Brittany Pacheco, provided me with support to increase my knowledge and understanding of how to implement math strategies in the classroom.</p> <p>Strongly Agree Agree-5 Neutral Disagree Strongly Disagree</p> <p>3.I have and will continue to use the workshop model during math instructions.</p> <p>Strongly Agree-1 Agree-6 Neutral-5 Disagree Strongly Disagree</p>	<p>Met. The PEBC trainings provided by the district have helped to support my knowledge and understanding of math Instruction</p> <p>Strongly Agree-1 Agree-6 Neutral-5 Disagree Strongly Disagree</p> <p>2.The PEBC coach, Brittany Pacheco, provided me with support to increase my knowledge and understanding of how to implement math strategies in the classroom.</p> <p>Strongly Agree Agree-5 Neutral Disagree Strongly Disagree</p> <p>3.I have and will continue to use the workshop model during math instructions.</p> <p>Strongly Agree-1 Agree-6 Neutral-5 Disagree</p>			Time Money People
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			Strongly Disagree			
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>Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.</p> <p>Revised 11/26/24</p> <p>Review of PLC protocols to determine the strength of evidence of the four questions being discussed.</p>	<p>Cycle 1 Baseline Protocols:</p> <p>UTK: No evidence Some evidence-X Strong Evidence</p> <p>Kindergarten: No evidence Some evidence-X Strong Evidence</p> <p>1st Grade: No evidence Some evidence Strong Evidence-X</p> <p>2nd Grade: No evidence Some evidence-X Strong Evidence</p> <p>3rd Grade: No evidence Some evidence Strong Evidence-X</p> <p>4th Grade: No evidence Some evidence-X Strong Evidence</p> <p>5th Grade: No evidence Some evidence-X Strong Evidence</p> <p>6th Grade: No evidence</p>	<p>Making Progress:</p> <p>TK: No evidence Some evidence X Strong Evidence</p> <p>Kindergarten: No evidence Some evidence X Strong Evidence</p> <p>1st Grade: No evidence Some evidence X Strong Evidence</p> <p>2nd Grade: No evidence Some evidence X Strong Evidence</p> <p>3rd Grade: No evidence Some evidence X Strong Evidence</p> <p>4th Grade: No evidence Some evidence-X Strong Evidence</p> <p>5th Grade: No evidence Some evidence-X Strong Evidence</p> <p>6th Grade:</p>			Time Money People

		<p>Some evidence-X Strong Evidence</p> <p>7h Grade: No evidence Some evidence-X Strong Evidence</p> <p>8th Grade: No evidence Some evidence-X Strong Evidence</p>	<p>No evidence Some evidence-X Strong Evidence</p> <p>7th Grade: No evidence Some evidence-X Strong Evidence</p> <p>8th Grade: No evidence Some evidence-X Strong evidence</p>			
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	<p>Student Survey to get feedback on measuring their confidence, motivation, and skills in Math. % of students</p> <p>Revised 12/1/24</p> <p>% of students stating incentives motivate them to do better in school</p> <p>.</p>	<p>Fall 2024 Survey results:</p> <p>75% of the students surveyed stated that prizes and rewards motivate them to do better in school. To be determined on Fall Baseline Student Survey.</p>	<p>Making Progress.</p> <p>77% of the students surveyed stated that prizes and rewards motivate them to do better in school.</p> <p>https://forms.office.com/Pages/AnalysisPages.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJvOPe2bWc59VUQkM4R1k1WEhHTTILOEIQUVVPVzFLTEhPNy4u</p> <p>.</p>			Time Money People
Primary Intervention Teacher will work along with the interventions specialist to	<p>Edmentum Pre/Post test</p> <p># of students demonstrating understanding from</p>	To be refined 2025-2026.	<p>Strong Progress.</p> <p>See Intervention Data Sheet:</p>			Time Money People

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.	pre to post test on targeted skills Revised 12/2/24 Baseline will be set in Cycle 2 or 3 or when interventions for math begin with the intervention teacher. Currently all interventions are supporting early literacy in reading and writing. Revised 3/6/25		https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fIS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWO-NprcZGw?e=hcDRm			
						Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are effective in moving us to our 5% growth by the end of the school year. Upon review of our fall Math data, we have a projected proficiency level of 24.2% which is an increase from the Spring CAASP proficiency level of 18.85% which is an increase of 5.35%. We will review the data again after the Winter MAP assessment.	Based on the action items above we have collected the following data to show that our action items are being implemented. A1 (After School Tutoring): We did not have an opportunity to establish a baseline for Action #. We are still working with EPIC to get the home use options. We will collect baseline data in Winter 2024. A2 (Professional Development): For the cycle 1 PEBC training and coaching that was provided, the survey results from the 12 teachers who responded (5 being new staff members), the data illustrates that all 12 are neutral, agree or strongly agree that the PEBC training helped to support their knowledge and understanding of math instruction. The 5 new teachers who responded agreed that the PEBC coach helped to provide support on how to use the PEBC strategies in the classroom. 7/12 stated	A1: After school tutoring is voluntary and we only have five teachers who are providing tutorials. There are only _ proving math tutorials. Based on the data, these students have progressed... A2: We will continue with Action 2 as part of the district provided PEBC trainings for math PD. A3: We will continue our work to improve our PLC discussions by the ILT doing a book talk on the 15 day challenge to implement the process for the 2025-26 school year.	

	<p>that they agree or strongly agree and 5 were neutral on whether they would continue to use the workshop model during math instruction. The latter of all the data is the most concerning which means these staff members have not truly seen the evidence in which the workshop model helps to increase the rigor in lesson design. The support that teachers asked for are video and website resources, additional prep time, model lessons, how to implement in a first-grade classroom, time to collaborate, additional supplies, more coaching opportunities.</p> <p>A3 (Strengthening PLCs): It was determined that the Solution Tree survey would not be an appropriate measure of determining whether the PLC discussions are staying focused on the 4 questions. In November, the ILT members were asked to review their grade level notes and determine whether they were evidence of answering the 4 questions. This reflection will continue to be a part of the ILT meetings. See the baseline results above or on the data sheets. 2/10 grade levels are using the PLC protocols with strong evidence and 8/10 are using the PLC protocols with some evidence.</p> <p>A4 (Academic Incentives): We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We still need to get student ID cards made for scanning. We have almost completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>A5 (Interventions): 11/11 students made strong progress toward Place Value and Rounding to the nearest 10s and 100s place.</p>	<p>A4: Based on student feedback, we will continue to improve our use of student incentives for academics.</p> <p>A5: The intervention teacher will begin helping to monitor after school tutorials beginning in December. The school does not have an Instructional Specialist at this time.</p>	
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	<p>Please see Cycle 1 Standards-Math Sheet:</p> <p>https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EdmK592h4RFJi3PcnUGvleYByaa9Z8wEiBEyfFnWSFZNLA?e=sU7vNx</p>		
<p>Cycle 2:</p> <p>Based on data from cycle 2, we show that our action items are effective in moving us to our 5% growth by the end of the school year.</p> <p>Upon review of our winter MATH data, we have a projected proficiency of 26.1% which is an increase of 1.9% proficiency from the fall MATH data and an overall increase of 7.25% from the Spring CAASP proficiency level of 18.85% which exceeds our growth target for this year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are being implemented.</p> <p>A1 (After School Tutoring): During Cycle 2, we did not offer math tutoring.</p> <p>A2 (Professional Development): For the cycle 2, GV received in person coaching from our PEBC coach. The instructional Specialist is supporting teachers as well.</p> <p>A3 (Strengthening PLCs): During Cycle 2, the principal and IS met after data discussions and determined that all of the PLC teams scored in the? stages. A survey was sent to the ILT members who were asked to work with their grade level teams to do a self-assessment of the stages of team development. The results illustrated that either the teams may be confused about the PLC process, or some grade levels inflated their scores. The instructional specialist is working with the 1st and 4th grade PLC teams.</p> <p>A4 (Academic Incentives): Incentives are offered in the classrooms and schoolwide. The Bruin Den has been set up and the PBIS team is working on getting a few teachers and students to utilize it so we can get feedback. The PBIS Reward platform has been set up and rolled out schoolwide. The Book Vending Machine has been delivered but not rolled out. A determination has been made to not roll it out this year, rather do a kickoff with a yearlong plan next school year.</p> <p>A5 (Interventions): 9/10 students made</p>	<p>A1. Discontinue this action item for the rest of this school year. We will revisit this next year.</p> <p>A2: Continue this action item.</p> <p>A3: Continue this action item.</p> <p>A4: Continue this action item.</p> <p>A5: Continue this action item.</p>	

	<p>limited progress and 1/10 made some progress on the multiplication intervention during this cycle. After analysis, it was determined to change the intervention to be more targeted and specific to</p> <p>Please see Standards Progress Monitoring Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EbOXqohWAGpHj7nQzrIrDQEBzg1n0wG8AHlbobsIskzDew?e=R6ydRh</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are effective in moving us to our 5% growth by the end of the school year.</p> <p>Upon review of our winter MATH data, we have a spring projected proficiency of 30% which is an increase of 3.9% proficiency from the winter MATH data and an overall increase of 11.15% from the Spring CAASP proficiency level of 18.85%. which exceeds are growth target for this year and the 2025-26 year.</p> <p>Since we have exceeded the proficiency target for year 2 of this plan, GV will now increase the target by 5% for the 2025-26 school year to reach a proficiency level of 35% in math on the 2026 CAASPP assessment.</p>	<p>Based on the action items above we have collected the following data to show that our action items are being implemented.</p> <p>A1 (After School Tutoring): During Cycle 3, we did not offer math tutoring. The focus was on English Language Learners.</p> <p>A2 (Professional Development): We will continue with receiving additional coaching from PEBC.</p> <p>A3 (Strengthening PLCs): All of the PLC teams are ranging int the areas of 1-3 on the Stages of Team Development. In order to move the process further along on the continuum, we will be receiving professional development on the 15-Day Challenge, Simplify and Energize Your PLC at Work Process.</p> <p>A4 (Academic Incentives): Incentives are offered in the classrooms and schoolwide. The PBIS Reward platform has been set up and rolled out schoolwide.</p> <p>A5 (Interventions): During, Cycle 3, we provided math interventions to our 3rd grade students.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent</p>	<p>A1. Resume this action item for the 2025-2026 school year.</p> <p>A2: Continue this action item for the 2025-2026 school year.</p> <p>A3: Continue this action item for the 2025-2026 school year.</p> <p>A4: Continue this action item for the 2025-2026 school year.</p> <p>A5: Continue this action item for the 2025-2026 school year.</p>	

	<p>out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>Please see Standards Backcasting Document: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fIS-iTvxPosd1STqmXvsBVJ6Q-awV2GpinWONprcZGw?e=es0X8</p> <p>MAP Projected Proficiency Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/ETqASuRUjEBCnGYCv0VxAyIBQm2KPZBVGHxr7Ryo5tSRYQ?e=F9Kiri</p> <p>MAP Growth Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/EUfy3tFpkg1CiRzg69sGVuMBtdhzaMmrch_75fsiJZjBaA?e=44ezWi</p> <p>Student Interest Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=Wwzf8IJvCXmqSj8wFklFkjho058WdX9w&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUNVBIMzJTVFJERVVNMOhFVEhHTTE5VUJIVy4u</p>		
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Progress Monitoring 25-26

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% of students meeting their Language Growth targets. Students in grade 6 demonstrated the lowest growth with 41% 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.	<p>Solution Tree "Simplifying RTI Culture" Survey Results: % of teachers reporting that the school responds Often/Always to improve RTI culture.</p> <p>Revised 11/26/24</p> <p>Review of PLC protocols to determine the strength of evidence of the four questions being discussed.</p>	<p>Cycle 1 Baseline Protocols:</p> <p>Kindergarten: No evidence Some evidence Strong Evidence</p> <p>1st Grade: No evidence Some evidence Strong Evidence</p> <p>2nd Grade: No evidence Some evidence Strong Evidence</p> <p>3rd Grade: No evidence</p>	<p>Making Progress:</p> <p>TK: No evidence Some evidence X Strong Evidence</p> <p>Kindergarten: No evidence Some evidence X Strong Evidence</p> <p>1st Grade: No evidence Some evidence X Strong Evidence</p>			

		<p>Some evidence Strong Evidence</p> <p>4th Grade: No evidence Some evidence Strong Evidence</p> <p>5th Grade: No evidence Some evidence Strong Evidence</p> <p>6th Grade: No evidence Some evidence Strong Evidence</p> <p>7h Grade: No evidence Some evidence Strong Evidence</p> <p>8th Grade: No evidence Some evidence Strong Evidence</p>	<p>2nd Grade: No evidence Some evidence X Strong Evidence</p> <p>3rd Grade: No evidence Some evidence X Strong Evidence</p> <p>4th Grade: No evidence Some evidence-X Strong Evidence</p> <p>5th Grade: No evidence Some evidence-X Strong Evidence</p> <p>6th Grade: No evidence Some evidence-X Strong Evidence</p> <p>7th Grade: No evidence Some evidence-X Strong Evidence</p> <p>8th Grade: No evidence Some evidence-X Strong evidence</p>			
Using Professional Development & Training of staff members we will increase the use of effective instructional practices for	<p>Learning walk data % of teachers using strategies learned at professional development.</p> <p>Revised 11/26/24</p>	# of teachers surveyed measuring effectiveness of PD in helping them feel more prepared in	Making Progress: This data set is the same as there was no additional PD after Tri 1.			

classroom instruction.	Teacher Survey measuring the effectiveness in helping to prepare them to teach the Wonders base and supplemental curriculum to students.	<p>teaching literacy skills.</p> <p>New Teachers: 1.The Wonders training helped to support my knowledge and understanding of Literacy. Instruction.</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned to teach the Wonders curriculum with fidelity. I have and will continue to use what I learned to teach the Wonders curriculum with fidelity.</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p> <p>ILT Members: 1.The Wonders training helped to support my knowledge and understanding of how to use the Tiered supports to enhance the base instruction.</p>	<p>New Teachers 1.The Wonders training helped to support my knowledge and understanding of Literacy. Instruction.</p> <p>Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned to teach the Wonders curriculum with fidelity. I have and will continue to use what I learned to teach the Wonders curriculum with fidelity.</p> <p>Strongly Agree-4 Agree-3 Neutral Disagree Strongly Disagree</p> <p>ILT Members: 1.The Wonders training helped to support my knowledge and understanding of how to use the Tiered supports to</p>			
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		<p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned about the supplemental materials to help guide my PLC team in supplemental supports in literacy instruction.</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p>	<p>enhance the base instruction.</p> <p>Strongly Agree-1 Agree=3 Neutral-1 Disagree Strongly Disagree</p> <p>2.I have and will continue to use what I learned about the supplemental materials to help guide my PLC team in supplemental supports in literacy instruction.</p> <p>Strongly Agree-1 Agree-3 Neutral-1 Disagree Strongly Disagree</p>			
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	<p>Student Survey to get feedback on measuring their confidence, motivation, and skills in Math. % of students.</p> <p>Revised 11/26/24</p> <p>% of students stating incentives motivate them to do better in school</p>	<p>Fall 2024 Survey results:</p> <p>75% of the students surveyed stated that prizes and rewards motivate them to do better in school.</p>	<p>Making Progress.</p> <p>77% of the students surveyed stated that prizes and rewards motivate them to do better in school.</p> <p>https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-</p>			

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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are effective in moving us to our 5% growth by the end of the school year. Upon review of our fall ELA data, we have a projected proficiency level of 35.7% which is an increase from the Spring CAASP proficiency level of 33.84% which is an increase of 1.86%. We will review the data again after the Winter MAP assessment.	<p>A1-(Strengthening PLCs): It was determined that the Solution Tree survey would not be an appropriate measure of determining whether the PLC discussions are staying focused on the 4 questions. In November, the ILT members were asked to review their grade level notes and determine whether they were evidence of answering the 4 questions. This reflection will continue to be a part of the ILT meetings. See the baseline results above or on the data sheets. 2/10 grade levels are using the PLC protocols with strong evidence and 8/10 are using the PLC protocols with some evidence.</p> <p>A2- (Professional Development): For the Wonders Tier 1 training with Kathy Bumgardner working with the new teachers, the survey demonstrates that the 7/9 new teachers who responded stated they strongly agree, or agree, that the training helped to support their knowledge and understanding of literacy instruction and are more prepared to teach the Wonders curriculum with fidelity. They asked for more support with model lessons, how to incorporate grammar in lessons, more time to collaborate, how to find standards in the curriculum and how Wonders and Foundations work together.</p> <p>For the Wonders Tier 2/3 training with Kathy Bumgardner working with the ILT, the survey demonstrated that the 5/7</p>	<p>A1: We will continue with Action 1 to continually improve our PLC discussions during cycles 2 & 3.</p> <p>A2: Based on teacher feedback, we will continue our work with professional development opportunities with literacy instruction during cycles 2 & 3.</p> <p>A3: Based on student feedback, we will continue to improve our use of student incentives for academics during cycles 2 & 3.</p>	

	<p>who responded stated that they are neutral or agree/strongly agree that the training helped o support their knowledge and understanding of how the tiered supports help to enhance base instruction and they will continue to help guild their grade level PLCs on using these supports. They asked for additional supports in getting the entire staff trained, Wonders writing workshops, more time to collaborate on product and strategies to create and use in the classroom, more time to become familiar with the curriculum and how to use the curriculum in small groups along with Foundations.</p> <p>A3 (Academic Incentives): We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We still need to get student ID cards made for scanning. We have almost completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>Please see Cycle 1 Standards-Language Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EU3Hvy_9HwZFnWkWRV5i-VoBawmfaTqnpEaceVOdJuilgg?e=FD1fk0</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are somewhat effective in moving us to our 5% growth by the end of the school year. Upon review of our winter ELA data, we have a projected proficiency of</p>	<p>A1-(Strengthening PLCs): During Cycle 2, the principal and IS met after data discussions and determined that all of the PLC teams scored in the? stages. A survey was sent to the ILT members who were asked to work with their grade level teams to do a self-assessment of the stages of team development. The results illustrated that either the teams may be confused</p>	<p>A1: Continue with this action item.</p> <p>A2: Continue with this action item.</p> <p>A3: Continue with this action item.</p>	

<p>36.4% which is an increase of .7% proficiency from the fall ELA data and an overall increase of 2.56% from the Spring CAASP proficiency level of 33.84%.</p>	<p>about the PLC process, or some grade levels inflated their scores.</p> <p>A2- (Professional Development): The Instructional Specialist began working at GV the week before Winter Break. She was given the survey results from teachers and the follow up supports that were needed in Wonders. The IS has been following up with those needs by providing 1:1 support with teachers.</p> <p>A3 (Academic Incentives): Incentives are offered in the classrooms and schoolwide. The Bruin Den has been set up and the PBIS team is working on getting a few teachers and students to utilize it so we can get feedback. The PBIS Reward platform has been set up and rolled out schoolwide. The Book Vending Machine has been delivered but not rolled out. A determination has been made to not roll it out this year, rather do a kickoff with a yearlong plan next school year.</p> <p>Please see Standards Progress Monitoring Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EbOXqohWAGpHj7nQzrIrDQEBzg1n0wG8AHlbobsIskzDew?e=R6ydRh</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are not effective in moving us to our 5% growth by the end of the school year.</p> <p>Upon review of our spring ELA Language achievement data, we had a decline to 27% achievement which was a decrease of 3% from the fall and winter language achievement level of 30%.</p> <p>Great Valley needs to address the Tier 1</p>	<p>A1- (Strengthening PLCs) All of the PLC teams are ranging in the areas of 1-3 on the Stages of Team Development. In order to move the process further along on the continuum, we will be receiving professional development on the 15-Day Challenge, Simplify and Energize Your PLC at Work Process.</p> <p>A2- (Professional Development): The site will be receiving training and professional development on language acquisition which should cross over into language instruction. PLC teams will be encouraged to look at the language standards and assessments to backwards map.</p>	<p>A1: Continue this action item for the 2025-2026 school year.</p> <p>A2: Enhance and Continue this action item for the 2025-2026 school year.</p> <p>A3: Continue this action item for the 2025-2026 school year.</p>	

<p>instruction for Language. For the 2025-26 school year, Great Valley has been identified for needing Tier 3 support and will be working closely with the district office for training and professional development.</p>	<p>A3 (Academic Incentives): Incentives are offered in the classrooms and schoolwide. The PBIS Reward platform has been set up and rolled out schoolwide.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>Please see Standards Backcasting Document: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EV6fIS-iTvXPosd1STqmXvsBVJ6Q-awV2GpinWONprcZGw?e=es0X8</p> <p>MAP Projected Proficiency Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/ETqASuRUjEBCnGYCv0VxAYlBQm2KPZBVGHxr7Ryo5tSRYQ?e=F9Kiri</p> <p>MAP Growth Report: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/EUfY3tFxxkg1CiRzg69sGVuMBtdhzaMmrch_75fsiJzjBaA?e=44ezWi</p> <p>Student Interest Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=Wwzf8IJvCXmqSj8wFklFkjho058WdX9w&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUNVBIMzjTVFJERVVNM0hFVEhHTTE5VUJIVy4u</p>		
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Progress Monitoring 25-26

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

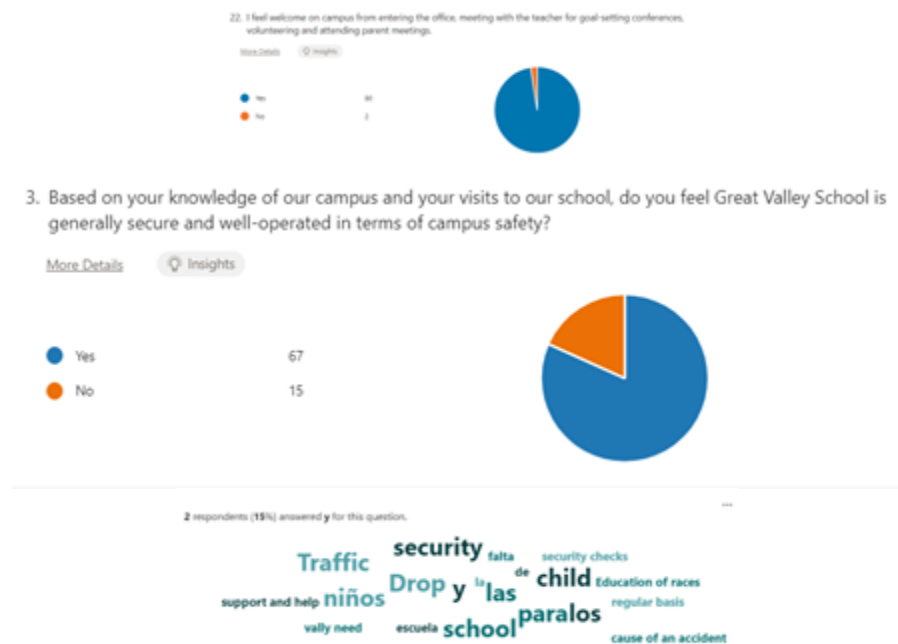
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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.

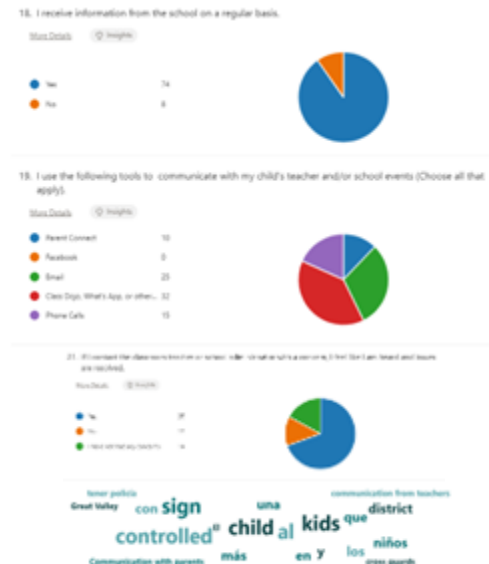
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	8.50	4.96	3.60
Expulsions	0.30	0.24	0.08

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 Revised 12/2/24 #of opportunities for students	2023-24 Baseline School events: 4 Clubs: 2 Educational Excursions: 1	2024-25 Data Making Progress School events: 5 Clubs: 6 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.	Making Progress PTA Formed PiQE Monthly Coffee w/Principal ELAC SSC PBIS Committee We did not track parent sign in sheets.			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 Revised % of student that report being engaged and socially connected to school as measured by the SEL Baseline Student Survey	SEL Baseline Survey Students Grades 6-8: % of students reporting that they feel socially connected at school: 65%	Making Progress. 78% of students reported that they feel socially connected at school. See Data here: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/EncQrw5TFxtllg84dBuS3IEBDh2T0kqBKyoEv			Time Money People

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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	2024-2025 Leadership Opportunities: 8 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: BlackBoard: 99	Making Progress. Website Updates: 1 Social Media Posts: 37 SMORES Newsletters: 7 Peach Jar: TBD BlackBoard: 490			Time Money People
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.	Making Progress. 77% of the students surveyed stated that prizes and rewards motivate them to do better in school. https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdY_SggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jltnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTIOEIQQUVPVzFLTEhPNy4u			Time Money People
Increase the opportunities for students through	#of opportunities for students	2023-24 Baseline	Making Progress:			Time Money People

events, special activities, electives, arts programs, and educational excursions during the instructional day.		School events: 1 Assemblies: 1 Educational Excursions: 2 Special Activities: 1	School events: 10 Clubs: 6 Educational Excursions: 11			
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%	2025 Data: This survey was not conducted.			Time Money People
Continue and improve the arts in Grades 1-6 by providing Artists in Residence Art Program.	TBD Revised 12/2/24 A student survey to measure how the students feel about the art experience.	TBD Revised. % of students reporting that the Artists in Residence Program helped them learn about Art	TBD VAPA questions will be added to the student survey for the 2025-2026 school year			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 Revised 12/2/24 Increase the number of opportunities for parents to be involved in school activities. Revised 5/18/205 This was a challenge to measure this year due to the Outreach Assistant quitting at the beginning of the year and hiring someone at the end of Cycle 2. The baseline needs to be taken during the 2025-2026 school year when we have a full year with the Outreach Assistant who helps to manage parent activities.	TBD 2024-25 school year Parent survey question designed specifically for this action. Revised. Baseline TBD 2024-25 School year. Revised. Baseline TBD 2025-2026 school year.	Making Progress. PTA Formed PiQE Monthly Coffee w/Principal ELAC SSC PBIS Committee Parent Survey Link: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jltnhv41sv3QFJv0Pe2bWc59VUM0swUVBK Nkg2RVkzRDg5MjBJSVBN1			

			dOMS4u			
Revised 5/18/25 AntiBullying Campaign	Student Survey	Baseline: 2024-2025 Student Survey 54% of the students surveyed reported being bullied at school. 83% of the students reported knowing what to do if they, or someone they know is being bullied.	New Action for 25-26.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are somewhat effective in moving us toward our goal of increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>A1 Student Opportunities outside the school day: 4th Grade Soccer Club is being implemented by one of our SSAs. Junior High students have been asking if there will be any soccer offered for them, but I do not have anyone who is interested at this time. Currently, I do have one teacher who is starting the process of offering an art club after school.</p> <p>A2 Outreach efforts: During Cycle 1, we did not have an Outreach Assistant. We have hired someone who starts on Monday, December 1. During Cycle 2 we will work to finish establishing a PTA.</p> <p>A3 Positive perceptions of school connectedness-Students: During cycle 1 64% of students reported feeling</p>	<p>We will be taking the following actions below:</p> <p>A1-We currently have only 1 club being implemented after school at this time: soccer. We will continue that action item in Cycle 2 & 3.</p> <p>A2- Continue Outreach efforts into Cycle 2 & 3.</p> <p>A3: We will continue to work on creating an environment that students feel connected to school during Cycles 2& 3.</p> <p>A4: Continue this action item into cycles 2 & 3.</p> <p>A5: Continue this action item into cycles 2 & 3</p>	

	<p>socially connected at school. This data illustrates a need to help improve how connected students feel at school in junior high school. The student survey that was given to students in grades 3-8 for the fall will be given again in winter and revised to include better questions to help decipher how students are connecting at school.</p> <p>Teachers will continue to use the base SEL curriculum to teach and administrators will continue to use base lessons as an alternative means of correction.</p> <p>A4 Increase communication: Weekly updates have gone to staff called the Principal's Pulse and August, September SMORE newsletters were sent to families; however, October and November were not. TJ has initiated the support of an office team member to assist with this. Monthly PowerPoints are created and in display on a TV monitor in the main side office. We are working to get a monitor for the Annex office as well. The school's main side marquee has been deemed too expensive to repair and an INR will be submitted for approval. There have been 0 website updates, 14 Facebook posts,</p> <p>A5 Incentives: 75% of students reported that incentives help motivate them to do better in school.</p> <p>A6 Educational Excursions: During cycle 1, the following grades took a field trip: UTK, K, 3rd and 7th.</p> <p>A7 Electives: During the 2023-24 school year, students were not allowed to choose their elective, so in the Spring of 2024, 5% of students reported that they felt empowered. In the Spring of 24, we surveyed the students and created electives for the Fall based on their input. They were balloted for classes and all students received their first or second choices. We repeated for cycle 2</p>	<p>A6: Continue this action item into cycles 2 & 3</p> <p>A7: Continue this action item into cycles 2 & 3</p> <p>A8: Baseline survey to be given during Cycle 2 and art program will continue for cycles 2 & 3</p> <p>A9: Continue this action item into cycles 2 & 3</p>	
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	<p>and will continue the process and resurvey students in the Spring of 25.</p> <p>A8 Artists in Residence: We were on a waitlist for the beginning of the year, so the Artists began in October. The contract is from October.</p> <p>A9 Positive Parent Perception-Parent Opportunities: Our Outreach Assistant quit right after school started. Here is the summary link: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUNUwyWFhKREpUQkpPUzFMT1pXQ1VKQjZUVS4u</p> <p>The data illustrates that of the 87 parents/guardians who responded to the survey, 69% feel that their child always enjoys learning, while 80% report that their child is motivated learn every day. 60% believe their child knows how to get help when needed and will not give up, but only 37% report that their child's teacher allows them to correct mistakes. 82-84% of the families reported that they believe goal setting & incentives help to keep their child motivated to learn and should be used, but only 1/2 of those who responded stated that their child has received a reward. Only 71% of those who responded believe that field trips and assemblies motivate students to learn.</p> <p>Based on this survey, the school could do a better job of communicating to parents about out their child is doing and being motivated at school to learn. We will do this through parent newsletters and workshops.</p> <p>The new Outreach Assistant will begin on 12/2/24. Parents have had 9 opportunities to be involved in school during cycle 1.</p> <p>Please see Cycle 1 Safety-School</p>		
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	<p>Connectedness Sheet:</p> <p>https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EY5tuczMC2tBnKDu1nBhlW4Bsf1Btg5J2ZtwDmMfnmFwEA?e=e4eZVw</p>		
<p>Cycle 2:</p> <p>Based on data from cycle 2, we show that our action items are somewhat effective in moving us toward our goal of increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>A1 (Student opportunities Outside the Instructional Day) During Cycle 2, two soccer clubs were offered after school.</p> <p>A2 (Outreach Assistant Efforts): An Outreach Assistant was hired and started at GV the week before Winter Break. She has met with the Regional PTA organization and is in the process of establishing the PTA.</p> <p>A3 (School Connectedness): The EOY survey will be given during Cycle 3 to determine growth.</p> <p>A4 (Increase Communication) Weekly updates have gone to staff called the Principal's Pulse and Blackboard and Peachjar have been the main source of communication to parents.</p> <p>A5 (Incentives) Incentives are offered in the classrooms and schoolwide. The Bruin Den has been set up and the PBIS team is working on getting a few teachers and students to utilize it so we can get feedback. The PBIS Reward platform has been set up and rolled out schoolwide. The Book Vending Machine has been delivered but not rolled out. A determination has been made to not roll it out this year, rather do a kickoff with a yearlong plan next school year.</p> <p>A6 (Educational Excursions) During cycle 2, the following grades took a field trip: 2nd & 4th.</p>	<p>We will be taking the following actions below:</p> <p>A1-Continue this action item.</p> <p>A2- Continue this action item.</p> <p>A3: Continue this action item.</p> <p>A4: Continue this action item.</p> <p>A5: Continue this action item.</p> <p>A6: Continue this action item.</p> <p>A7: Continue this action item.</p> <p>A8: Continue this action item.</p> <p>A9: Continue this action item into cycle 3</p>	

	<p>(Electives) Students were allowed to choose their Elective for Cycle 2.</p> <p>A8 (Artists in Residence): The Artists in Residence performed art lessons during Cycle 2.</p> <p>A9 (Positive Parent Perception)-The Outreach Assistant began the week before Winter Break. She has established monthly parent coffees, establishing a PTA, and is working to get PIQE classes started.</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are somewhat effective in moving us toward our goal of increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>A1 (Student opportunities Outside the Instructional Day) During Cycle 3, 3 soccer clubs were offered after school so that students in grades 4-8 were given the opportunity. This increased our clubs from 2 events last year to 7 this school year.</p> <p>A2 (Outreach Assistant Efforts): During Cycle 3, the OA was able to get a PTA up and running as well as host PIQE with 25 parents graduating in May. We were able to provide multiple opportunities for parent volunteers to assist with Book Fairs, Teacher Appreciation Week, PBIS Reward Distribution, and in assist in some classrooms.</p> <p>A3 (School Connectedness): This survey is currently in progress. The principal did meet with Leadership students who shared that the assemblies, field trips, electives and increase in incentives have helped to increase a positive feel on campus. They provided input on increasing assemblies, field trips and student rewards.</p> <p>A4 (Increase Communication) 2023-24 Baseline Website Updates: 1 Social Media Posts: 37</p>	<p>We will be taking the following actions below:</p> <p>A1-Continue this action item for the 2025-2026 school year.</p> <p>A2- Continue this action item for the 2025-2026 school year.</p> <p>A3: Continue this action item for the 2025-2026 school year.</p> <p>A4: Continue this action item for the 2025-2026 school year.</p> <p>A5: Continue this action item for the 2025-2026 school year.</p> <p>A6: Continue this action item for the 2025-2026 school year.</p> <p>A7: Continue this action item for the 2025-2026 school year.</p> <p>A8: Continue this action item. for the 2025-2026 school year.</p>	

	<p>SMORES Newsletters: 7 Peach Jar: TBD BlackBoard: 490</p> <p>A5 (Incentives) Incentives are offered in the classrooms and schoolwide. The PBIS Reward system has been fully implemented.</p> <p>A6 (Educational Excursions) Every grade level went on a field trip during the 2024-2025 school year.</p> <p>(Electives) During Cycle 3, students were able to choose their electives. In May, student an interest survey was sent to 6th and 7th grade students, and the electives were revised for the 2025-2026 school year.</p> <p>A8 (Artists in Residence): The Artists in Residence performed art lessons during Cycle 3.</p> <p>A9 (Positive Parent Perception)-This was a challenge to measure this year due to the Outreach Assistant quitting at the beginning of the year and hiring someone at the end of Cycle 2. The baseline needs to be taken during the 2025-2026 school year when we have a full year with the Outreach Assistant who manages parent activities.</p> <p>For the next school year, the following action item has been added. An Anti-Bullying Campaign will be rolled out with the theme of "See Something, Say Something" There will be a wide range of activities to promote this campaign, including, assemblies, school shirts, picture books, posters, and student/class pledges.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting</p>	<p>A9: Continue this action item into cycle for the 2025-2026 school year.</p>	
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discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.

Student Survey Link:

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkm4R1k1WEhHTTIOEIQUVPVzFLTEhPNy4u>

Parent Survey Link:

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUM0swUVBKNkg2RVkzRDg5MjBJSVBN1dOMS4u>

Progress Monitoring 25-26

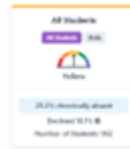
Progress Monitoring

Month/ % Enrollment												
	BL	1	BL	2	BL	3	BL	4	BL	5	BL	6
TK	94.54	89.47	90.53	84.87	89.81	97.02	95.89	90.05	86.54			
K	91.31	92.25	93.5	88.35	90.04	82.9	95.56	90.85	92.39			
1	95.86	94.32	93.28	92.83	88.79	90.9	90.84	89.86				
2	95.86	94.6	95.11	94.69	93.68	88.82	92.29	94.9	94.6			
3	94.55	94.32	93.5	92.53	89.76	89.26	92.7	90.89	93.43			
4	94.31	94.31	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	93.39	94.33	94.08			
6	94.02	94.87	94.38	93.2	91.02	92.75	93.83	92.76	93.9			
7	91.14	95.84	91.49	93.12	91.87	91.4	94.18	93.06	95.1			
8	93.95	94.23	95.08	94.54	91.7	93.81	93.88	92.78	92.5			
TK-8	94.88	84.38	92.86	92.84	91.14	91.1	92.86	92.53	89.82			

Homeless												
	BL	1	BL	2	BL	3	BL	4	BL	5	BL	6
TK	0	0	0	0	0	0	0	0	0	0	0	0
K	94.34	90.79	930	86.84	93.41	72.40	84.21	94.67	83.87			
1	88.57	94.74	91.95	86.02	85.27	90.91	89.04	88.43	79.49			
2	94.06	94.34	98.57	97	90.87	74.79	91.19	90.28	87.22			
3	92.61	94.33	95.79	93.93	85.03	92.38	89.12	90.87	89.23			
4	94.51	98.04	93.75	93.53	89.86	89.01	95.01	93.59	89.41			
5	94.44	90.53	88.67	94.21	85.65	88.1	95.14	89.74	88.27			
6	92.86	94.3	94.29	89	89.35	89.29	93.86	92.04	94.08			
7	91.35	95.69	88.02	89.95	90.77	74.19	90.79	89.35	93.67			
8	92.63	93.3	92.73	93.08	92.03	92.88	91.58	94.81	89.74			
TK-8	92.87	94.43	91.82	91.28	80.45	84.89	91.45	94.54	88.32			

African/African American												
	BL	1	BL	2	BL	3	BL	4	BL	5	BL	6
TK	94.33	97.87	92.86	84.21	931	930	96.49	930	89.74			
K	95.37	89.84	92.88	87.71	86.18	85.13	84.21	81.75	91.21			
1	92.31	95.55	94.87	95.55	89.43	900	94.96	88.46	94.08			
2	90.59	82.63	84.17	87.34	84.57	88.89	82.89	88.89	85.58			
3	94.89	92.95	94.47	92.11	90.17	83.57	87.89	87.8	90.77			
4	94.77	93.85	92.88	93.82	88.05	95.65	91.58	92.56	93.21			
5	95.67	90.69	96.52	93.12	95.79	97.8	92.31	95.36	95			
6	96.79	94.74	97.59	93.87	93.94	93.51	93.76	92.42	95.8			
7	92.53	94.78	83.93	91.64	84.82	91.21	92.31	89.74	91.72			
8	93.08	93.04	95.19	96.52	95.56	94.76	94.42	91.82	88.87			
TK-8	89.91	82.82	82.45	92.58	91.39	84.28	91.51	90.71	91.43			

		White									
	Gr	1	2	3	4	5	6	7	8	9	
94	97.06	92.01	93.0	92.01	90.56	93.0	93.0	97.22	96.40		
95	96.76	96.05	93.93	95.59	96.59	90	94.25	92.22	96.25		
96	97.53	92.63	96.67	92.63	92.22	97.24	98.42	92.63	98.2		
97	93.0	96.25	92.98	98.68	97.22	92.24	92.59	95.56	96.92		
98	96.43	93.42	95.83	98.89	94.44	96.43	98.68	93.26	93.2		
99	98.82	94.22	95	92.01	96.11	99.29	93.42	94.44	79.85		
100	98.25	93.42	96.67	93.42	75	92.24	91.56	95.19	75.98		
101	98.24	93.0	93.0	78.95	77.78	95.71	99.47	93.0	94.62		
102	94.22	93.0	93.0	93.0	93.0	93.0	93.0	93.0	92.91		
103	94.22	78.95	90	97.22	91.55	93.0	96.68	91.67	92.31		
Totals	96.77	93.61	93.98	92.99	94.27	99.79	93.38	92.49	97.19		



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	Q-SIS Reported on Student Attendance on Data Dashboard	2023-24 Aug 23-April 24: ADA: 92.8% Chronic Absenteeism: 24.7%	Did not meet ADA.92.44% Met CA.16.69%			Time Money People
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with the highest rates of absenteeism for targeted interventions to improve attendance.						
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.	2024-25 School Year: 25 parents attended PIQE which addressed the importance of school attendance.	Making Progress PTA Formed PiQE Monthly Coffee w/Principal ELAC SSC PBIS Committee			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 during and after school hours.	Student survey measuring perceptions of the school's emphasis on attendance rewards and its impact on improving attendance.	2023-24 Spring 2024 75% of Students reported incentives help them to be more motivated to do better in school.	Making Progress. Student Survey Link: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVVPVzFLTEhPNy4u			Time Money People
Conduct regular reviews and analysis of attendance data to monitor progress towards the goal, paying close	Q-SIS Reported on Student Attendance on Data Dashboard Revised 5/18/25 This is too challenging due to not knowing which two groups the state	Revised 5/18/25 Discontinue this action item..	Discontinue.			Time People

attention to the white subgroup of students Revised 5/18/25 Discontinue this action item..	looks at, so we will discontinue this item.					
Use qualitative feedback from students, parents, and staff to assess the effectiveness of implemented strategies and make adjustments as needed. Revised 5/18/25 Discontinue this action item..	Student and staff perceptions of the school's emphasis on attendance and its impact on school culture. Revised 5/18/25 Discontinue this action item..	TBD 2024-2-25 Student survey designed specifically with for this action. Revised 5/18/25 Discontinue this action item..	Discontinue.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are not effective in moving us forward with our goal to achieve a minimum of 95% average daily attendance and decrease Chronic Absenteeism by 10% across all grade levels by the end of the 2026-2027 school year, as measured by daily attendance records.	Based on the action items above we have collected the following data to show that our action items are effective. A1 & A4 ADA & Chronic Absenteeism: ADA rate is 93% & Chronic Absenteeism rate is 16.66%. We have one VP who is new this year and is trying to learn the systems. The other VP was out on medical leave and returned a few weeks ago. Since the team has been in place they have been holding their T1& T2 meetings. T3 and SARTs are starting to be held. The principal will start holding weekly meetings with the VPs and attendance clerk to monitor attendance. The school's Outreach Assistant quit the first month of school and the new OA started on 12/2/24. This person will begin working immediately with the VPs to help create incentives to improve school attendance and chronic absenteeism. The new Outreach Assistant will be asked to help initiate a schoolwide	We will be continuing or revising the actions as stated below. A1- Continue this goal with closer monitoring of the steps that need to be taken to both reward improved attendance and consequences for continues absences. A2- Continue this action into cycles 2 & 3. A3- Continue this action and revise it into cycle 2 & 3. A4-Continue this action and revise it into cycle 2 & 3.	

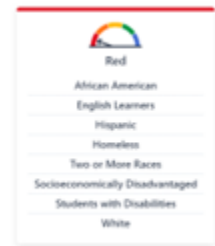
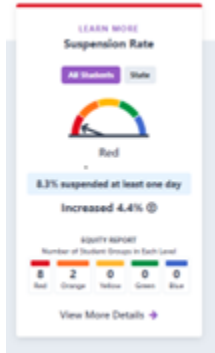
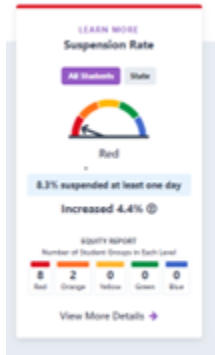
	<p>attendance campaign.</p> <p>A2 Outreach Parent Meetings & Trainings: During Cycle 1 there was no Outreach Assistant at Great Valley. The new Outreach Assistant started on 12/2/24 and will begin working on this Action Item.</p> <p>A3 Incentives: Monthly Perfect attendance is being recognized monthly in the classrooms with monthly lanyard brag tags. Trimester Awards and tags will be announced at the Showcase assemblies. Once we get the PBIS Reward system up and running online, we will move to tickets for Perfect Attendance. During Cycle 2, Every student will receive a daily ticket if they are on time daily to school. Weekly attendance drawing will be held.</p> <p>Please see the data for attendance by reviewing the ADA-ADM 2024-25 Report: https://musd-my.sharepoint.com/:x:/r/personal/tcastro_musd_net/Documents/Desktop/ADA-ADM%20Report%202024-2025.xlsx?d=w812616c0141743c498f275098f8172ec&csf=1&web=1&e=DWehCZ and the Safety-Attendance Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EU1jWhLI9NDl00sYmd8Cm8BNX9NeFHApx7sf4SkApsQ?e=SeC2pv</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are not effective in moving us forward with our goal to achieve a minimum of 95% average daily attendance and decrease Chronic Absenteeism by 10% across all grade levels by the end of the 2026-2027 school year, as measured by daily attendance records.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>A1 & A4 ADA & Chronic Absenteeism: ADA rate is 92.21% & Chronic Absenteeism rate is 16.96%. This year has been a challenge to get the attendance plan implemented. The principal has now given clear directions to the VP who is responsible for monitoring attendance. 1 SARB</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1- Continue this action item.</p> <p>A2- Continue this action item.</p> <p>A3- Continue this action item.</p> <p>A4-Continue this action item.</p>	

<p>This is because we have not implemented the attendance plan until Cycle 3 started.</p> <p>ADA Whole School</p>	<p>violation has been performed, 1 SARB packet has been completed, Attendance IEPs, SSTs, SARTS and Home visits have been scheduled and/or implemented. The VP is working closely with the Outreach Assistant who is making initial contact with T1 students. The Outreach Assistant is attending SART & COST meetings.</p> <p>A2 Outreach Parent Meetings & Trainings: The Outreach Assistant has established monthly parent coffee meetings, initiated PIQE, signed up to get trained for Parenting Partners, and is in the process of establishing a PTA.</p> <p>A3 Incentives: We have started giving out daily attendance tickets that are given to students who are at school on time daily on time. The tickets are put into a weekly drawing and names are drawn for prizes. The Outreach Assistant is monitoring students with improved attendance to offer rewards.</p> <p>Please see the data for attendance by reviewing the ADA-ADM 2024-25 Report: https://musd-my.sharepoint.com/:x:/r/personal/tcastro_musd_net/Documents/Desktop/ADA-ADM%20Report%202024-2025.xlsx?d=w812616c0141743c498f275098f8172ec&csf=1&web=1&e=n6ldE3h</p>		
<p>Cycle 3:</p> <p>Based on data from cycle 3, we show that our action items are not effective in moving us forward with our goal to achieve a minimum of 95% average daily attendance; however, it is somewhat effective in decreasing Chronic Absenteeism by 10% across all grade levels by the end of the 2026-2027 school year, as measured by daily attendance records.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>A1 & A4 ADA & Chronic Absenteeism: ADA rate is 92.21% & Chronic Absenteeism rate is 16.96%. This year has been a challenge to get the attendance plan implemented. The principal has now given clear directions to the VP who is responsible for monitoring attendance. 1 SARB violation has been performed, 1 SARB packet has been completed, Attendance IEPs, SSTs, SARTS and Home</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1- Continue this action item for the 2025-2026 school year.</p> <p>A2- Continue this action item for the 2025-2026 school year.</p> <p>A3- Continue this action item for the 2025-2026 school year</p> <p>A4-Discontinue this action item.</p> <p>A5-Discontinue this action item.</p>	

<p>Great Valley entered into ATSI for the 2025-26 school year for Chronic Absenteeism for students in 2 or more groups.</p>	<p>visits have been scheduled and/or implemented. The VP is working closely with the Outreach Assistant who is making initial contact with T1 students. The Outreach Assistant is attending SART & COST meetings.</p> <p>A2 Outreach Parent Meetings & Trainings: The Outreach Assistant has established monthly parent coffee meetings, initiated PIQE, signed up to get trained for Parenting Partners, and is in the process of establishing a PTA.</p> <p>A3 Incentives: We have started giving out daily attendance tickets that are given to students who are at school on time daily on time. The tickets are put into a weekly drawing and names are drawn for prizes. The Outreach Assistant is monitoring students with improved attendance to offer rewards. Student Survey Link: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p> <p>Please see the data for attendance by reviewing the ADA-ADM 2024-25 Report: https://musd-my.sharepoint.com/:x:/r/personal/tcastro_musd_net/Documents/Desktop/ADA-ADM%20Report%202024-2025.xlsx?d=w812616c0141743c498f275098f8172ec&csf=1&web=1&e=n6ldE3h</p>		
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Progress Monitoring 25-26

Progress Monitoring



MANTECA UNIFIED SCHOOL DISTRICT
Education | Safety | Health | Community

Report of Suspensions, Expulsions, and Restraints
For the 2023-2024 School Year

Date: February 5, 2024

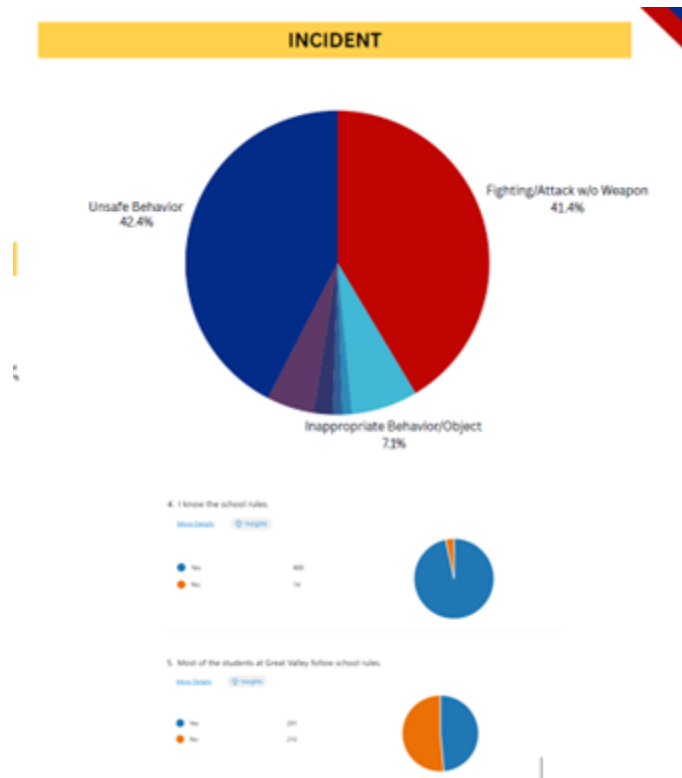
By: [Name], Principal

For: [Name], Superintendent

This report is for informational purposes only. It does not constitute an official statement of the district. The data is subject to change as more information is received. The district is committed to providing a safe and supportive learning environment for all students.

Count of Incident	Grand Total
Incident	1
Assault/Battery	1
Bullying/Cyberbullying	2
Bus Referral	1
Cheating/Dishonest	1
Damage School/Personal Property	4
Dangerous Object	3
Defiance	26
Disruption	23
Electronic Device	76
Fighting/Attack w/o Weapon	29
Graffiti	1
Minor Crime/Racial Slurs	3
Inappropriate Behavior/Object	83
Left Campus, No Check-out	1
Possess/Use Weapon	1
Profanity	1
Pushing/Shoving	24
Student Attire	3
Theft/Robbery/Extortion	1
Threat of Attack - w/o Weapon	6
Unsafe Behavior	118
Verbal Fight	4
Grand Total	418

Suspension	Dangerous Object	1	1	2
	Fighting/Attack w/o Weapon	2	4	5
	Inappropriate Behavior/Object	1	2	2
	Possess/Use Weapon			1
	Pushing/Shoving			3
	Threat of Attack - w/o Weapon		1	1
	Unsafe Behavior	9	9	12
			2	8
			3	3
				46



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 Positive Behavioral Interventions and Supports, Peaceful Playgrounds, Restorative Practices, Conflict Resolution and other means of corrections.	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	Making progress. Incident Data Defiance: 14 (-22) Inappropriate Behavior: 47 (-20) Unsafe Behavior: 206 (+87) Fighting w/o Weapon: 37 (+8) https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EU5Ne25WqEpBIYi2TOSDN4QBHw30qQCd1bVuzkS8hKOVTA?e=Y51n1P			Time Money People
Increase Campus supervision to improve overall feelings of safety. Revised 12/2/24 Delete this action.	Q Count of Incident Report # of incidents of Defiance, Inappropriate Behavior, Pushing & Shoving, Unsafe Behavior and Fighting will decrease. Revised 12/2/24. This action step is to be deleted due to the calculations being done by Human Resources and the difficulty in hiring personnel	2023-24 School Year: Defiance:36 Inappropriate Behavior: 67 Pushing/Shoving: 25 Unsafe Behavior: 119 Fighting w/o Weapon: 29	Not met. Discontinued on 12/2/24			Time Money People
Engage parents and caregivers	Parent survey measuring the	To be determined	Not met.			Time Money

through workshops, seminars and communication channels to promote a collaborative approach to behavioral management. Revised 5/18/15 This is a difficult action item to measure. Discontinue.	effectiveness of the trainings to better understand effective behavioral management. # of parents demonstrating understanding from pre to post survey on workshops and/or seminars.	2024-25 school year on Parent Participation Survey.	Discontinue this action item.			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%	Goal Met. March 25 Tier 1: 80% TBD 2025-2026 School Year See Data: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/E TJVVKSAYCFCi9GBFdGWLrwBCasPhdY7cC0ZRkKULGYMQw?e=u6nd1K			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 incentives encourage and motivate them to show and improve behavior.	To be determined on Spring 2024 Student survey designed specifically with for this action.	Making Progress. Student Survey Link: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTlOEIQQUVPVzFLTEhPNy4u			Time Money People

<p>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.</p>	<p>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.</p>	<p>To be determined 2024-25 Student, parent, staff safety surveys specifically designed for this action.</p>	<p>Baseline: Students Feeling Safe on Campus: 78% Student Survey Link: https://forms.office.com/Pages/AnalysisPages.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u Parents Feel their child is safe at school: 79%, 8% Neutral Parent Survey Link: Making Progress. Student Survey Link: https://forms.office.com/Pages/AnalysisPages.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p>			<p>Time Money People</p>
<p>Heighten School Fences and Install Privacy Fencing on</p>	<p>Safety survey questions to assess the overall feeling of</p>	<p>To be determined 2024-25</p>	<p>Not Met. Continue for</p>			<p>Time Money People</p>

Existing Fencing to improve Safety.	safety regarding fencing.	Student, parent, staff safety surveys specifically designed for this action.	the 25-26 school year.			
Revised. 12/2/24 This action step will take place in the 2025-26 school year.	Revised 12/2/24 This survey will be developed and given in the 2025-26 school year.					

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are somewhat effective in helping Great Valley to 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.	Based on the action items above we have collected the following data to show that our action items are effective. A1 Professional Development: During Cycle 1 there have been the following training opportunities: Restorative Circles, PBIS Training, Monthly SSA meetings, and LCSJ Training with David Anderson. During Cycle 2 we will be having trainings on Verbal De-escalations. continued Restorative Circles. During Cycle 3, we are hoping to get training in Conflict Resolution. We will move Peaceful Playground Training to the 2025-26 school year. A2 Increase Campus Supervision-We are unable to increase the # of supervisors on campus as this is all done through HR. A3 Parent Training-Behavioral Management: The Outreach Assistant is now on board as of 12/2/24, and she will be setting up parent meetings with topics on positive behaviors and conflict resolution strategies. A4 PBIS & PLCs: For the 2024-25 school year, we revamped our PBIS team because the last year's data demonstrated that we were not implementing PBIS with Fidelity. We did a relaunch of our plan, and we held a	We will be continuing or revising the actions as stated below. A1: Continue during cycles 2 & 3. A2: Discontinue in cycles 2 & 3. A3: Continue in cycles 2 & 3. A4 Continue in cycles 2 & 3. A5 Continue in cycles 2 & 3. A5 Continue this action in the 2025-26 school year.	

	<p>rules assembly, PBIS kick off assembly, redesigned our PBIS lessons, and changed our reward system to include both class and individual rewards. The VP is working with the members of the PBIS team to become the exemplary models on campus. With SBRC being new this year, the majority of PLCs have been focused on standards. During Cycles 2 & 3, we will ask teams to discuss PBIS on a regular basis.</p> <p>A5 We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We still need to get student ID cards made for scanning. We have almost completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>A6 Fencing This action item was discussed with the DO team that came with Aaron Bowers. This action item will be addressed in the 205-26 school year.</p> <p>See the data: https://musd-my.sharepoint.com/:p/g/personal/tjohnson_musd_net/EVTLYz90uWtKkIVLmuX77NUBb9I70tNpgU7Nyl9wRBMUEg?e=99bsUa</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are effective in helping Great Valley to 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</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective. We will need to decrease suspension by 10% this year which would be < or equal to 55 and we currently have 19 suspensions, and are on target to meet this goal.</p> <p>The data shows that we are decreased the incidents of fighting by 10 and pushing and shoving by 9 which is in a positive direction which also shows that are PBIS is working. We are implementing it with more fidelity than</p>	<p>We will be continuing or revising the actions as stated below. A1: Continue during cycle 3. A2: Discontinue in cycle 3. A3: Continue in cycle 3. A4 Continue in cycle 3. A5 Continue in cycle 3. A5 Continue this action in the 2025-26 school year.</p>	

<p>other means of correction to enhance safety awareness, promote positive behavior, and create a conducive environment for learning and growth on the school campus.</p> <p>Data Comparison:</p> <p>Trimester 1</p> <p>Incident Data-</p> <p>Inappropriate Behavior:11</p> <p>Pushing/Shoving: 12</p> <p>Unsafe Behavior: 64</p> <p>Fighting w/o Weapon: 20</p> <p>Penalty Data-</p> <p>Base Lessons: 1</p> <p>Parent Conferences: 65</p> <p>Student Conferences: 53</p> <p>Behavior Contracts: 2</p> <p>COST: 2</p> <p>Detentions: 22</p> <p>Expulsion: 1</p> <p>Law Enforcement Referrals: 1</p> <p>Loss of Privileges: 8</p> <p>No Action taken: 0</p> <p>Refer to Counselor: 3</p> <p>Suspensions: 7</p> <p>Warnings: 89</p> <p>Work Detail: 4</p> <p>Total Penalties: 244</p> <p>Trimester 2</p> <p>Incident Data-</p> <p>Defiance:</p> <p>Unsafe Behavior: 94 (+30)</p> <p>Fighting w/o Weapon: 10 (-10)</p> <p>Inappropriate Behavior: 17 (+6)</p> <p>Pushing/Shoving: 3 (-9)</p> <p>Penalty Data-</p> <p>Penalty Data-</p> <p>Base Lessons: 2</p> <p>Parent Conferences: 73</p>	<p>in the last two years. Recently, we had a PBIS visit which showed 91-100% fidelity in all areas. We are waiting on our TFI score which last recorded was 63%. We expect a higher score which will allow us to move forward to Year 2 in the process (The principal moved GV to Year 1 during the 2023-24 school year). The data also shows a higher incident in inappropriate and unsafe behaviors, but this is due to two reasons. The first being that during cycle 2, GV began using the Q referral system which is being utilized by the teaching staff on a regular basis and now provides more accurate data for tracking purposes. The second is that the guidelines for TK-3 graders and coding of behaviors have changed. The majority of unsafe behaviors that are being reported to the office are dealing with these primary students and are resulting in an opportunity to revisit the PBIS schoolwide expectations.</p> <p>A1 Professional Development: During Cycle 2 there have been the following training opportunities: Restorative Circles, PBIS Training, Verbal De-escalations. During Cycle 3, we are hoping to get training in Conflict Resolution. We will move Peaceful Playground Training to the 2025-26 school year.</p> <p>A3 Parent Training-Behavioral Management: The Outreach Assistant has started monthly Principal Coffee meetings for parents to come and address concerns. She is working with PIQE and the Parent Trainings will begin in Cycle 3 which will discuss behavior management topics.</p> <p>A4 PBIS & PLCs:</p> <p>A5 The PBIS Rewards platform was established and is up and running school wide. We have a decrease</p> <p>A6 Fencing This action item was discussed with the DO team that came</p>		
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<p>Student Conferences: 26 Behavior Contracts: 0 COST: 0 Detentions: 33 Expulsion: 0 Law Enforcement Referrals: 0 Loss of Privileges: 0 No Action taken: 0 Refer to Counselor: 2 Structured Day Total: 1 Suspensions: 14 Warnings: 40 Work Detail: 0 Total Penalties: 191</p> <p>The data analysis is inconsistent most likely due to different administrators during Cycle 1 and Cycle 2. The admin team has inconsistencies in the handling of incidents which are being resolved through trying to improve communication and matrix expectations. It is clear that we can do a better job of referring students to COST through the discipline process, as well as utilizing counseling supports.</p>	<p>with Aaron Bowers. This action item will be addressed in the 2025-2026 school year.</p> <p>See the data: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EVTLYz90uWtKkIVLmuX77NUBb9I70tNpgU7Nyl9wRBMUEg?e=99bsUa</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are effective in helping Great Valley to 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</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective. We will need to decrease suspension by 10% this year which would be < or equal to 55 and we currently have 19 suspensions, and are on target to meet this goal.</p> <p>The data shows that we are decreased the incidents of fighting by 10 and pushing and shoving by 9 which is in a positive direction which also shows that are PBIS is working. We are implementing it with more fidelity than in the last two years. Recently, we had a PBIS visit which showed 91-100% fidelity in all areas. We are waiting on</p>	<p>We will be continuing or revising the actions as stated below. A1: Continue during the 2025=2026 school year. A2: Discontinued action item. A3: Discontinue action item. A4 Continue during the 2025-2026 school year. A5 Continue during the 2025-2026 school year.</p>	

<p>positive behavior, and create a conducive environment for learning and growth on the school campus.</p> <p>Data Comparison:</p> <p>Trimester 1</p> <p>Incident Data-</p> <p>Inappropriate Behavior:11</p> <p>Pushing/Shoving: 12</p> <p>Unsafe Behavior: 64</p> <p>Fighting w/o Weapon: 20</p> <p>Penalty Data-</p> <p>Base Lessons: 1</p> <p>Parent Conferences: 65</p> <p>Student Conferences: 53</p> <p>Behavior Contracts: 2</p> <p>COST: 2</p> <p>Detentions: 22</p> <p>Expulsion: 1</p> <p>Law Enforcement Referrals: 1</p> <p>Loss of Privileges: 8</p> <p>No Action taken: 0</p> <p>Refer to Counselor: 3</p> <p>Suspensions: 7</p> <p>Warnings: 89</p> <p>Work Detail: 4</p> <p>Total Penalties: 244</p> <p>Trimester 2</p> <p>Incident Data-</p> <p>Defiance:</p> <p>Unsafe Behavior: 94 (+30)</p> <p>Fighting w/o Weapon: 10 (-10)</p> <p>Inappropriate Behavior: 17 (+6)</p> <p>Pushing/Shoving: 3 (-9)</p> <p>Penalty Data-</p> <p>Penalty Data-</p> <p>Base Lessons: 2</p> <p>Parent Conferences: 73</p> <p>Student Conferences: 26</p> <p>Behavior Contracts: 0</p> <p>COST: 0</p>	<p>our TFI score which last recorded was 63%. We expect a higher score which will allow us to move forward to Year 2 in the process (The principal moved GV to Year 1 during the 2023-24 school year). The data also shows a higher incident in inappropriate and unsafe behaviors, but this is due to two reasons. The first being that during cycle 2, GV began using the Q referral system which is being utilized by the teaching staff on a regular basis and now provides more accurate data for tracking purposes. The second is that the guidelines for TK-3 graders and coding of behaviors have changed. The majority of unsafe behaviors that are being reported to the office are dealing with these primary students and are resulting in an opportunity to revisit the PBIS schoolwide expectations.</p> <p>A1 Professional Development: During Cycle 2 there have been the following training opportunities: Restorative Circles, PBIS Training, Verbal De-escalations. During Cycle 3, we are hoping to get training in Conflict Resolution. We will move Peaceful Playground Training to the 2025-26 school year.</p> <p>A3 Parent Training-Behavioral Management: The Outreach Assistant has started monthly Principal Coffee meetings for parents to come and address concerns. She is working with PIQE and the Parent Trainings will begin in Cycle 3 which will discuss behavior management topics.</p> <p>A4 PBIS & PLCs: Great Valley increased its TFI score to 80% and has obtained Silver Status.</p> <p>A5 The PBIS Rewards platform was established and is up and running school wide.</p> <p>A6 Fencing This action item was discussed with the DO team that came with Aaron Bowers. This action item will</p>		
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<p>Detentions: 33 Expulsion: 0 Law Enforcement Referrals: 0 Loss of Privileges: 0 No Action taken: 0 Refer to Counselor: 2 Structured Day Total: 1 Suspensions: 14 Warnings: 40 Work Detail: 0 Total Penalties: 191</p> <p>Trimester 3 Incident Data- Defiance: Unsafe Behavior: 94 (+30) Fighting w/o Weapon: 10 (-10) Inappropriate Behavior: 17 (+6) Pushing/Shoving: 3 (-9)</p> <p>Penalty Data- Base Lessons: 4 (+2) Parent Conferences: 184 (+111+) Student Conferences: 91 (+65) Behavior Contracts: 1 (+1) COST: 2 (+2) Detentions: 83 (+50) Expulsion: 1 (+1) Law Enforcement Referrals: (+1) Loss of Privileges: 8 (+8) No Action taken: 11 (+11) Refer to Counselor: 6 (+4) Structured Day Total: 1 Suspensions: 28 (+14) Warnings: 143 (+103) Work Detail: 4 (+4) Total Penalties: 575 (+384)</p> <p>The data analysis is inconsistent most likely due to different administrators during Cycle 1, Cycle 2, and Cycle 3. The admin team</p>	<p>be addressed in the 2025-2026 school year.</p> <p>See the data: TFI Sheet: https://musd-my.sharepoint.com/:b:/g/personal/tjohnson_musd_net/ETJVVKSAYCFCi9GBFdGWLrwBCasPhdY7cC0ZRkKULGYMQw?e=u6nd1K</p> <p>Parent Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p> <p>Student Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p> <p>Behavior Analysis Report: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EU5Ne25WqEpBIYi2TOSDN4QBHw30qQCd1bVuzkS8hKOVTA?e=54ngqd</p>		
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has inconsistencies in the handling of incidents which are being resolved through trying to improve communication and matrix expectations.			
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Progress Monitoring 25-26

Cycle 1:		Based on the current data and reflection on the movement	
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Progress Monitoring

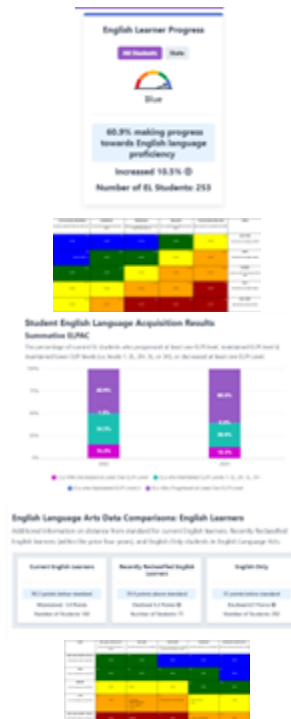


District Goal

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 CAASPP 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	311	315	316	31.5%	35.2%	33.3%
Fluent English Proficient (FEP)	134	129	147	13.3%	15.2%	15.5%
Reclassified Fluent English Proficient (RFEP)				2.5%		

Walley Elementary														
Fiscal Year 2015														
Operating Budget														
Fund	Department	Program	2015			2014			2013			2012		
			Actual	Revised	Encumbrance	Actual	Revised	Encumbrance	Actual	Revised	Encumbrance	Actual	Revised	Encumbrance
Operating														
Operating - General Fund														
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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 Revised 12/2/24 # of ELL students scoring proficient at each grade level on the Spring MAP Reading Assessment	2023-2024 Baseline (Spring) KInde-3 students 1st Grade-4 students 2nd Grade-7 students 3rd Grade-3 students 4th Grade-1 student 5-0 students 6-1student 7-0 student 8-0 student	Limited progress. GV will continue this action item and will receive Tier 3 support from the district. 2024-2025 Data (Spring) Kinder: 5 students 1st: 5 students 2nd: 4 students 3rd: 3 students 4th: 1 student 5th: 1 student 6th: 1 student 7th: 0 8th: 1student			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.	Making Progress: ELL data is looked at during our data discussions, but GV needs to improve practice with integrated and designated ELD which should become routine in PLC discussions. Plan for the 2025-2026 School Year: https://musd-			Time Money People

			my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/ERgq1RPRmb5ArTM-wwU2EOYBhPJUUJ4wtMJtFwq2pbew?e=cHLz2			
Provide targeted interventions and tutoring.	attendance sheets and progress monitoring data for ELL students receiving targeted interventions and tutoring.	Attendance and progress sheets	Goal Met and will continue in the 2025-2026 school year See data. https://my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/ERgq1RPRmb5ArTM-wwU2EOYBhPJUUJ4wtMJtFwq2pbew?e=cHLz2			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	No progress. Baseline will be established in 2025-2026 school year.			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	No progress. GV will receive Tier 3 support during the 2025-2036n school year, and our 8th grade ELA teacher will pilot one of the new ELD curricula options. Plan for the			Time Money People

			2025-2026 School Year: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/ERgq1RPRmb5ArTM-wwU2EOYBhPJUUJ4wtMJtFfwq2pbew?e=cCHLz2			
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	<p>Student Survey to get feedback on measuring their confidence, motivation, and skills in reading and writing. % of students.</p> <p>Revised 12/2/24</p> <p>Student Survey to get feedback on measuring their motivation in reading and writing. % of students</p>	Fall 2024 Student Survey: 75% reported that incentives help to motivate them to do better in school.	<p>Making Progress: 77% reported that incentives help to motivate them to do better in school.</p> <p>See Data: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTlOEIQQUVVPVzFLTEhPNy4u</p>			Time Money People
Revised 5/27/25 Monitor and Track the progress of the ELLs who are eligible for Reclassification:	Reclassification Numbers and or percentages	2024-2025 Baseline 27/36 or 75% of the eligible ELLs Reclassified as English Proficient.	Year 1 Baseline determined 2024-2025. 27/36 or 75% of the eligible ELLs Reclassified as English Proficient.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Based on data from cycle 1, we show that our action items are somewhat effective in moving us toward our goal of increasing the percentage of ELLs performing at the proficiency 5% and increasing the percentage of ELLs reclassifying will increase by 5% as measured by reclassification criteria.</p>	<p>Based on the action items above we have collected the following data to show that our action items are somewhat effective.</p> <p>Great Valley Reclassified 44 Students during the 2023-2024 School Year.</p> <p>A1 & A2 : According to our Fall MAP data we currently have 4/11 Kinder, 7/39 1st Graders, 2/36 2nd Graders, 8/42 3rd Graders, 5/38 4th graders, 1/30 5th Graders 0/35 7th graders and 0/28 8th grade English Language Learners scoring at a Proficient level in Reading. This is a concerning low number of ELLs. Teachers have been given lists of their ELLs and asked to monitor their progress in their PLC meetings. Student Data will be reexamined after the Winter MAP assessments. The newly created agenda for ELLs has not been created and will be done during Cycle 2.</p> <p>A3 Interventions: During Cycle 1, the only interventions that have taken place for our English Language Learners is during the school day for our Newcomers with Rosetta Stone. Since After School tutorials are voluntary, there is only a few teachers who are offering this to students, and none of them are focused on English Language Learners. The school will continue its attempts at recruiting staff members to provide afterschool interventions.</p> <p>A4 ELD Learning Walks: For Cycle 1, the admin team has not gone out to do a Learning Walk for ELD, this action will continue</p> <p>A5 Professional Development: At the onset of the school year, teaching staff attended the BE GLAD trainings, and there have been several teachers who have attended the voluntary trainings.</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 & A2 will continue in cycles 2 & 3.</p> <p>A3: Continue for Cycles 2 & 3.</p> <p>A4: Continue for Cycles 2 & 3.</p> <p>A5: Continue for Cycles 2 & 3.</p> <p>A6: Continue for Cycles 2 & 3.</p>	

	<p>The baseline has not been entered as the admin team will need to reach out to the DO for attendance sheets.</p> <p>A6 We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We still need to get student ID cards made for scanning. We have almost completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>The data can be reviewed on the Emerging Students Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/ERTcbumlvsBMq4uDZz9nxiQB3zAJ_eb6AQZUr0W8BnYhGQ?e=mtok7b</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are somewhat effective in moving us toward our goal of increasing the percentage of ELLs performing at the proficiency 5% and increasing the percentage of ELLs reclassifying will increase by 5% as measured by reclassification criteria.</p>	<p>Based on the action items above we have collected the following data to show that our action items are somewhat effective.</p> <p>Great Valley has Reclassified 27 students so far this year.</p> <p>A1 & A2: According to the Winter MAP data, here are the numbers and %s of ELL Students who made their growth targets in ELA: Kinder: 0 1st: 14/36 or 39% 2nd: 16/35 or 46% 3rd: 11/41 or 27% 4th: 12/37 or 32% 5th: 17/29 or 59% 6th: 10/22 or 45% 7th: 17/35 or 49% 8th: 9/27 or 33%</p> <p>According to the Winter MAP Data here are the numbers and % of ELL student who scored proficient in ELA: Kinder: 0 1st: 4/36 or 11%</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 & A2 will continue in cycle 3</p> <p>A3: Continue for Cycle 3.</p> <p>A4: Continue for Cycle 3.</p> <p>A5: Continue for Cycle 3.</p> <p>A6: Continue for Cycle 3.</p>	

	<p>2nd: 6/36 or 17%</p> <p>3rd: 4/41 or 41%</p> <p>4th: 4/37 or 37%</p> <p>5th: 1/29 or 3%</p> <p>6th: 2/22 or 9%</p> <p>7th: 3/36 or 8%</p> <p>8th: 1/27 or 4%</p>		
	<p>We are on track to increase our proficiency in our ELLs in all grade levels with the exception of kindergarten. However, we did change our interventions to focus on K/1 for Cycle 3.</p> <p>A3 Interventions: During Cycle 2, the team reviewed the California Dashboard and learned that GV fell from the blue zone to the red zone for ELLs. In response to this discovery, we decided to run an 8-week after school tutorial for ELLs. we had 7 teachers sign up with a focus on preparing students for the ELPAC assessment. The practice test in Illuminate will be the pre/post assessment. The instructional specialist worked with the Vice Principal to analyze the data, form the interventions groups and created the pre/post assessment in illuminate.</p> <p>A4 ELD Learning Walks: For Cycle 2, our Learning Walks have focused on looking for evidence of ELD and there is evidence the curriculum is being used in all classrooms; however, during PLC data discussions, it was discovered that many of the ELL levels are receiving the same instruction using the same lessons. For example, level 2s are getting the same lesson as level 3s and 4s. This discovery sheds light on why some of the ELLs are not progressing. The principal discussed this with the new ELL Coordinator. The next steps will be for the IS and admin team to continue training and support to learn the curriculum to lead the teachers in how to improve this instructional practice. A BeGlad Learning Walk was conducted and the results were:</p>		

	<p>Glow: It was exciting to walk through classrooms today! Teachers who were trained in BeGlad transferred parts of the 7 Hip Pocket tools into their instruction!!! Yay!</p> <p>Grow: Continue to add more parts of the 7 Hip Pocket tools into their instruction.</p> <p>Support: Attached is a visual of the 7 Hip Pocket tools. Practice one a week into your lesson plan to support student learning.</p> <p>Here is what summary of what we observed during our learning walks for BeGlad. I also included the excel sheet to the email for your reference.</p> <p>Signal Word/Zero Noise Signal 0/5: No Evidence</p> <p>Team Points/Numbered Heads/Team Tasks 1/5: Some Evidence</p> <p>Inquiry Chart or Process Inquiry Chart: Anchor Chart with student questions (hypothesis) and student initials next to question/ Stars, Answers to questions 1/5: Some Evidence</p> <p>7 Hip Pocket Tools: 10/2; Color Coding; Cite your source; Signal Word; Visuals/ Gestures; Co-construct anchor chart 5/5: Some Evidence</p> <p>Gradual Release of Responsibility 0/5: No Evidence</p> <p>Process Grid 0/5: No Evidence</p> <p>Observation Chart 0/5: No Evidence</p> <p>Cognitive Content Dictionary-CCD 0/5: No Evidence</p> <p>Graphic Organizer Input Chart with Instructional Cycle (Learning Log, ELD Oral Review, Word Card Review)</p>		
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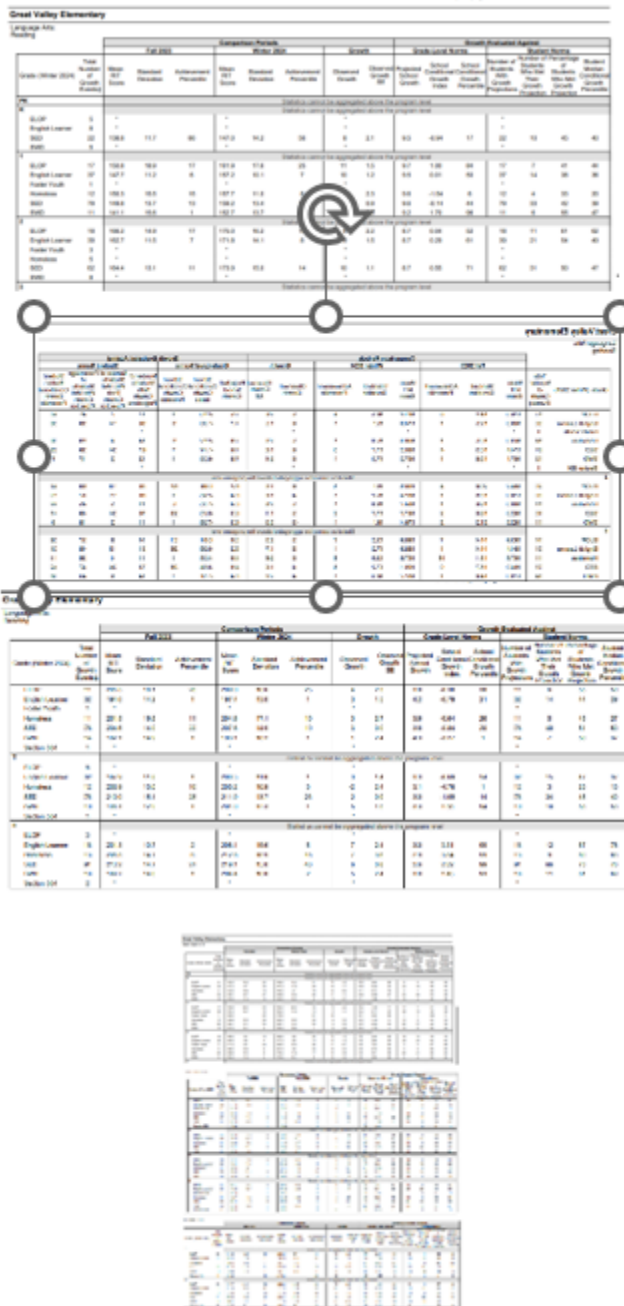
	<p>1/5: Some Evidence</p> <p>Pictorial Input Chart (teacher pre-draws template)</p> <p>1/5: Some Evidence</p> <p>Sentence Patterning Chart</p> <p>1/5: Some Evidence</p> <p>Cooperative Strip Paragraph</p> <p>2/5: Some Evidence</p> <p>This data illustrates that the BeGlad trained teachers embraced the first tool, Color Coding...but have not fully committed to the other strategies. Next steps will be to continue the training and support for BeGlad strategies with intentional lesson design.</p> <p>A5 Professional Development: The teaching staff needs continued support and training in designated and integrated ELD strategies. The principal will work with the district leaders to encourage and provide opportunities to the staff.</p> <p>A6 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active and all teachers and students are utilizing the platform. The Bruin Den is still not 100% functional due to staffing issues; however, there are members of the PBIS team who will begin piloting the room in March so we can make sure we work out all of the problems before fully opening the room.</p> <p>The data can be reviewed on this ELL PowerPoint Link: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/Eah0kl1hc1VMqymvQGVMd1YBsZNkQlvq2sQtJLc3kbHtrQ?e=Y2o9tw </p>		
<p>Cycle 3:</p> <p>Based on data from cycle 3, we show that our action</p>	<p>Based on the action items above we have collected the following data to show that our action items are</p>	<p>We will be continuing or revising the actions as stated below.</p>	

<p>items are effective in moving us toward our goal of increasing the percentage of ELLs performing at the proficiency 5% and increasing the percentage of ELLs reclassifying will increase by 5% as measured by reclassification criteria.</p>	<p>somewhat effective.</p> <p>Great Valley Reclassified 27/36 or 75% of its eligible ELLs during the 2024-2025 school year.</p> <p>A1 & A2: According to the Spring MAP data, here are the numbers and %s of ELL Students who made their growth targets in Reading. Kinder: 4/11 or 36% 1st: 11/37 or 30% 2nd: 14/35 or 40% 3rd: 8/41 or 20% 4th: 10/35 or 29% 5th: 17/30 or 57% 6th: 8/22 or 36% 7th: 14/33 or 42% 8th: 12/26 or 42%</p> <p>A1 & A2: According to the Spring MAP data, here are the numbers and %s of ELL Students who made their growth targets in Language: Kinder: N/A 1st: N/A 2nd: 13/35 or 37% 3rd: 8/42 or 19% 4th: 9/35 or 26% 5th: 14/30 or 47% 6th: 12/22 or 55% 7th: 21/33 or 64% 8th: 16/26 or 62%</p> <p>According to the Spring MAP Data here are the numbers and % of ELL student who scored proficient in ELA:</p> <p>Kinder: 5/33 or 20% 1st: 5/41 or 12% 2nd: 4/37 or 11% 3rd: 3/43 or 7% 4th: 2/36 or 6% 5th: 1/33 or 3% 6th: 2/25 or 4% 7th: 0 8th: 1/26 or 4%</p> <p>We increased our ELL growth but lost proficiency in most grade levels. Great Valley is a Tier 3 school and will receive Tier 3 support from the district during</p>	<p>A1 & A2 Continue in 2025-2026.</p> <p>A3: Continue in 2025-2026.</p> <p>A4: Continue in 2025-2026.</p> <p>A5: Continue in 2025-2026.</p> <p>A6: Continue in 2025-2026.</p>	
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	<p>the 2025-2026 school year.</p> <p>A3 Interventions:</p> <p>A4 ELD Learning Walks: This is an area that needs to improve at Great Valley. Next year we will be a Tier 3 school and will be working closely with the ELL Coordinator to improve our ELL instruction and how admin will monitor these Learning Walks.</p> <p>A5 Professional Development: The teaching staff needs continued support and training in designated and integrated ELD strategies. The principal will work with the district leaders to encourage and provide opportunities to the staff.</p> <p>A6 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active and all teachers and students are utilizing the platform.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>Reclassification List: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/Ef1rHOxd8X9FknJQHs7NiiUBvsW1lxzuva3vE9hp08lDnA?e=SXh5ci</p> <p>See Backcasting Document: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EVTLYz90uWtKkIVLmu</p>		
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	<p>X77NUBb9I70tNpgU7NyI9wRBMUEg?e=B92u4g</p> <p>See ELL Projected Proficiency: https://acrobat.adobe.com/id/urn:aaid:sc:us:da726b68-3634-4733-bf58-d4fcc987d570</p> <p>See Programs Growth Report: https://acrobat.adobe.com/id/urn:aaid:sc:US:d2a518b2-e43e-45f3-95eb-0e83c5361a0b</p> <p>See ELL Intervention Data: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EWsuC5pgahhBiz62e7L5TwBX9k0SZ3jCpXf0LKkDqwZ2w?e=efGgZb</p> <p>Student Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTlOEIQQUVPVzFLTEhPNy4u</p> <p>2025-2026 Tier 3 Support Plan: https://musd-my.sharepoint.com/:w:/g/personal/tjohnson_musd_net/ERgq1RPRmb5ArTM-wwU2EOYBhPJVUUJ4wtMJTfFwg2pbew?e=ccHLz2</p>		
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Progress Monitoring 25-26



Data

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 Revised 12/2/24 MAP Projected Proficiency Levels	Spring 2024 CAASP ELA: 10% Math: 2%	Goal Met MAP Projected Proficiency Levels for Spring CAASPP: ELA: 12.7% Math:9.1%			Time Money People
Using Professional Development & Training for staff focused on effective Tier 3 implementation.	Monthly SPED Learning Walk Data	<ul style="list-style-type: none"> Base curriculum usage was: <ul style="list-style-type: none"> o 11% utilized no base curriculum o 22% had evidence of one piece of base curriculum being utilized o 67% had evidence of two pieces of base curriculum being utilized Supplemental curriculum usage was: <ul style="list-style-type: none"> o 33% utilized no supplemental curriculum o 17% had evidence of one piece of supplemental curriculum being utilized o 50% had evidence of two pieces of supplemental curriculum being utilized 	<ul style="list-style-type: none"> Making Progress. Base curriculum usage: <ul style="list-style-type: none"> o 43% had evidence of one piece of base curriculum being utilized o 57% had evidence of two pieces of base curriculum being utilized Supplemental curriculum usage: <ul style="list-style-type: none"> o 50% utilized no supplemental curriculum o 33% had evidence of one piece of supplemental curriculum being utilized o 17% had evidence of two pieces of supplemental curriculum being utilized 			Time Money People

		<ul style="list-style-type: none"> Grade level standards evidence was: <ul style="list-style-type: none"> 56% of classes had two or more pieces of evidence 33% of classes had one piece of evidence 11% of classes had no evidence Paraprofessional usage evidence was: <ul style="list-style-type: none"> 87.5% of classes had two or more pieces of evidence 12.5% of classes had no evidence Student engagement evidence was: <ul style="list-style-type: none"> 71% of classes had two or more pieces of evidence 29% of classes had one piece of evidence Evidence based practices (Autism Program) evidence was: <ul style="list-style-type: none"> 100% of classes had two or more pieces of evidence 	<ul style="list-style-type: none"> Grade level standards evidence: <ul style="list-style-type: none"> 57% of classes had two or more pieces of evidence 43% of classes had one piece of evidence Student engagement evidence: <ul style="list-style-type: none"> 57% of classes had two or more pieces of evidence 43% of classes had one piece of evidence 			
Establish and increase routines in PLC discussions to review SWD data, discuss	PLC Agendas and Notes # of times SWD's data was examined to monitor student	TBD 2024-2025	Making Progress: This Action Item will be refined and			Time Money People

intervention implementation, and instructional program needs for Tier 3 instruction.	progress and instructional decisions were made to improve student outcomes.		professional development will be brought in from Solution Tree's 15 Day Challenge.			
Strengthen and improve Academic Incentive Program to encourage and motivate students to reach their learning goals.	<p>Student Survey to get feedback on measuring their confidence, motivation, and skills in reading and writing. % of students.</p> <p>Revised 12/2/24</p> <p>Student Survey to get feedback on measuring their motivation in reading and writing. % of students</p>	Fall 2024 Student Survey: 75% reported that incentives help to motivate them to do better in school.	<p>Making Progress: 77% reported that incentives help to motivate them to do better in school. See Data: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jltnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1:</p> <p>Based on data from cycle 1, we show that our action items are somewhat effective in Improving Math and ELA scores to increase proficiency by 5% for SWD.</p>	<p>Based on the action items above we have collected the following data to show that our action items are somewhat effective.</p> <p>A1 According to our Fall MAP data we currently have 0/4 Kinder, 1/13 1st Graders, 1/13 2nd Graders, 1/13 3rd Graders, 1/12 4th graders, 1/14 5th Graders 1/17 6th graders, 2/18 7th graders and 1/19 8th grade SWD scoring at a Proficient level in Reading.</p> <p>According to our Fall MAP data we</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 will continue in cycles 2 & 3.</p> <p>A2 will continue in cycles 2 & 3.</p> <p>A3: Continue for cycles 2 & 3.</p>	

	<p>currently have 1/4 Kinder, 3/13 1st Graders, 1/13 2nd Graders, 1/13 3rd Graders, 0/12 4th graders, 2/14 5th Graders 0/17 6th graders, 1/18 7th graders and 0/19 8th grade SWD scoring at a Proficient level in Language.</p> <p>According to our Fall MAP data we currently have 1/4 Kinder, 3/13 1st Graders, 1/13 2nd Graders, 1/13 3rd Graders, 0/12 4th graders, 2/14 5th Graders 1/17 6th graders, 2/18 7th graders and 1/19 8th grade SWD scoring at a Proficient level in Math.</p> <p>This is a concerning low number of SWDs. Teachers have been given lists of their ELLs and asked to monitor their progress in their PLC meetings. Student Data will be reexamined after the Winter MAP assessments. The newly created agenda for SWDs has not been created and will be done during Cycle 2.</p> <p>A2: According to the SPED Learning Walk data, progress is being made in all areas which means the ongoing professional development offered in SPED is working. During Cycle 1, the Director of Special Education came out to do a SPED training at a staff meeting and these trainings will continue into cycles 2 and 3. The SPED and Gen Ed BCBA will be providing training to the staff on de-escalation strategies during Cycle 2.</p> <p>A4 Teachers have been given lists of their SWDs and asked to monitor their progress in their PLC meetings. Student Data will be reexamined after the Winter MAP assessments. The newly created agenda for SWDs has not been created and will be done during Cycle 2.</p> <p>A6 We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We still need to get student ID cards made for scanning. We have almost</p>	<p>A4: Continue for cycles 2 & 3.</p> <p>A5: Continue for Cycles 2 & 3.</p>	
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	<p>completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>The data can be reviewed on the Emerging Students Sheet: https://musd-my.sharepoint.com/:x:/g/personal/tjohnson_musd_net/EU0Mwoyi2t5FsIJJaVGsWXuUBngZhhJ5a24USMvHxKzT2Lw?e=v6FK5</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are somewhat effective in improving Math and ELA scores to increase proficiency by 5% for SWD.</p>	<p>Based on the action items above we have collected the following data to show that our action items are somewhat effective. A1 According to the Winter MAP data, here are the numbers and %s of SWD Students who made their growth targets in Math:</p> <p>Kinder: 0/7 1st: 2/14 or 14% 2nd: 5/13 or 38% 3rd: 5/13 or 38% 4th: 8/13 or 8% 5th: 7/13 or 54% 6th: 4/18 or 22% 7th: 8/18 or 44% 8th: 9/19 or 47%</p> <p>According to the Winter MAP data, here are the numbers and %s of SWD Students who made their growth targets in ELA:</p> <p>Kinder: 0/7 1st: 1/14 or 7% 2nd: 6/13 or 46% 3rd: 3/13 or 23% 4th: 5/13 or 38% 5th: 5/12 or 42% 6th: 5/18 or 28% 7th: 5/18 or 28% 8th: 7/19 or 37%</p> <p>According to the Winter MAP Data here are the numbers and % of SWD students who scored proficient in Math:</p> <p>Kinder: 1/7 or 14% 1st: 0/13 2nd: 1/13 or 8% 3rd: 1/13 or 8% 4th: 0/12</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 will continue in cycle 3.</p> <p>A2 will continue in cycle 3.</p> <p>A3: Continue for cycle 3.</p> <p>A4: Continue for Cycles 2 & 3.</p>	

	<p>5th: 3/14 or 21%</p> <p>6th: 1/17 or 6%</p> <p>7th: 0/20</p> <p>8th: 1/20 or 5%</p> <p>According to the Winter MAP data, here are the numbers and %s of SWD Students who scored proficient in ELA:</p> <p>Kinder: 0/7</p> <p>1st: 1/14 or 8%</p> <p>2nd: 1/13 or 8%</p> <p>3rd: 4/13 or 31%</p> <p>4th: 0/12</p> <p>5th: 1/13 or 8%</p> <p>6th: 0/17</p> <p>7th: 2/19 or 10%</p> <p>8th: 2/20 or 5%</p> <p>This data shows that more of our SWD are meeting their projected growth targets; however, it is consistently half or less of this student population. We are not doing a very good job of getting our SWD to proficiency in math or reading. The amount of time SWD are being mainstreamed needs to be examined.</p> <p>A2: Of the total 9 Learning Walks completed this school year for SPED:</p> <ul style="list-style-type: none"> · Base curriculum usage was: <ul style="list-style-type: none"> o 11% utilized no base curriculum o 22% had evidence of one piece of base curriculum being utilized o 67% had evidence of two pieces of base curriculum being utilized · Supplemental curriculum usage was: <ul style="list-style-type: none"> o 33% utilized no supplemental curriculum o 17% had evidence of one piece of supplemental curriculum being utilized o 50% had evidence of two pieces of supplemental curriculum being utilized · Grade level standards evidence was: <ul style="list-style-type: none"> o 56% of classes had two or more pieces of evidence o 33% of classes had one piece of evidence o 11% of classes had no evidence · Paraprofessional usage evidence was: <ul style="list-style-type: none"> o 87.5% of classes had two or more 		
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	<p>pieces of evidence</p> <ul style="list-style-type: none"> o 12.5% of classes had no evidence · Student engagement evidence was: <ul style="list-style-type: none"> o 71% of classes had two or more pieces of evidence o 29% of classes had one piece of evidence · Evidence based practices (AutismProgram) evidence was: <ul style="list-style-type: none"> 100% of classes had two or more pieces of evidence <p>This data set demonstrates that we need to make sure that our SPED teachers are using base curriculum on a more consistent basis. We also need to make sure that we look at the amount of time that students are being mainstreamed to ensure they are getting access to grade level content. Great Valley will continue to work with the SPED department to provide training and support to teachers to better serve this population of students. A4 Teachers have been given lists of their SWDs and asked to monitor their progress in their PLC meetings. A6 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active and all teachers and students are utilizing the platform. The Bruin Den is still not 100% functional due to staffing issues; however, there are members of the PBIS team who will begin piloting the room in March so we can make sure we work out all of the problems before fully opening the room.</p> <p>The data can be reviewed on this SWD PowerPoint Link: https://musdmy.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EW2fAaRX6rRJgydO2I8ZJIYBcLYqfudAASJU_JHYDroHKg?e=9Uuha7</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are effective in improving Math and ELA</p>	<p>Based on the action items above we have collected the following data to show that our Based on the action items above we have collected the following data to show that our action items are</p>	<p>We will be continuing or revising the actions as stated below.</p>	

<p>scores to increase proficiency by 5% for SWD.</p>	<p>somewhat effective.</p> <p>A1 According to the Spring MAP data, here are the numbers and %s of SWD Students who made their growth targets in Math:</p> <p>Kinder: 0/7 1st: 2/14 or 14% 2nd: 5/13 or 38% 3rd: 5/13 or 38% 4th: 8/13 or 8% 5th: 7/13 or 54% 6th: 4/18 or 22% 7th: 8/18 or 44% 8th: 9/19 or 47%</p> <p>According to the Spring MAP data, here are the numbers and %s of SWD Students who made their growth targets in ELA:</p> <p>Kinder: 0/7 1st: 1/14 or 7% 2nd: 6/13 or 46% 3rd: 3/13 or 23% 4th: 5/13 or 38% 5th: 5/12 or 42% 6th: 5/18 or 28% 7th: 5/18 or 28% 8th: 7/19 or 37%</p> <p>According to the Spring MAP Data here are the numbers and % of SWD students who scored proficient in Math:</p> <p>Kinder: 1/10 or 10% 1st: 0/13 2nd: 2/14 or 14% 3rd: 2/13 or 16% 4th: 0/13 5th: 3/14 or 21% 6th: 1/17 or 6% 7th: 0/20 8th: 1/20 or 5%</p> <p>According to the Spring MAP data, here are the numbers and %s of SWD Students who scored proficient in Reading:</p> <p>Kinder: 0/10 1st: 0/14 2nd: 2/14 or 14% 3rd: 3/13 or 13% 4th: 0/13</p>	<p>A1 Continue in 2025-2026.</p> <p>A2 Continue in 2025-2026.</p> <p>A3: Continue in 2025-2026.</p> <p>A4: Continue in 2025-2026.</p>	
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	<p>5th: 2/13 or 25%</p> <p>6th: 0/17</p> <p>7th: 2/20 or 10%</p> <p>8th: 1/20 or 5%</p> <p>This data shows that more of our SWD are meeting their projected growth targets; however, it is consistently half or less of this student population. We are not doing a very good job of getting our SWD to proficiency in math or reading. The amount of time SWD are being mainstreamed needs to be examined.</p> <p>A2:</p> <ul style="list-style-type: none"> · Base curriculum usage: <ul style="list-style-type: none"> o 43% had evidence of one piece of base curriculum being utilized o 57% had evidence of two pieces of base curriculum being utilized Supplemental curriculum usage: <ul style="list-style-type: none"> o 50% utilized no supplemental curriculum o 33% had evidence of one piece of supplemental curriculum being utilized o 17% had evidence of two pieces of supplemental curriculum being utilized · Grade level standards evidence: <ul style="list-style-type: none"> o 57% of classes had two or more pieces of evidence o 43% of classes had one piece of evidence · Student engagement evidence: <ul style="list-style-type: none"> o 57% of classes had two or more pieces of evidence o 43% of classes had one piece of evidence <p>This data set demonstrates that our SPED teachers are using base curriculum on a more consistent basis.</p> <p>Great Valley will continue to work with the SPED department to provide training and support to teachers to better serve this population of students.</p> <p>A4 Teachers have been given lists of their SWDs and asked to monitor their</p>		
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	<p>progress in their PLC meetings.</p> <p>A6 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active and all teachers and students are utilizing the platform.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussions with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>See Backcasting Document: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EVTLYz90uWtKkIVLmuX77NUBb9I70tNpgU7NyI9wRBMUEg?e=B92u4g</p> <p>See SWD Projected Proficiency: https://acrobat.adobe.com/id/urn:aaid:sc:US:de160a2d-cf13-4e2d-ae22-1ef5bce7bf5f</p> <p>See Programs Growth Report: https://acrobat.adobe.com/id/urn:aaid:sc:US:d2a518b2-e43e-45f3-95eb-0e83c5361a0b</p> <p>Student Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQUVPVzFLTEhPNy4u</p>		
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Progress Monitoring 25-26

Langley Arts Academy																			
Date (enter date)	Year Total of Pupils	First Year		Comparison Period			Second		School Performance League										
		Mean SAT Score	Standard Deviation	Performance Percentile	Mean SAT Score	Standard Deviation	Performance Percentile	Standard Deviation	Standard Deviation	Standard Deviation	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank	Percentile Rank
Data is sorted by comparison period (ascending)																			
2018-2019 (2018)	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2019-2020 (2019)	10	100.0	11.7	88	101.0	10.2	98	8	2.1	9.5	93.9	17	1	1	1	1	1	1	1
Data is sorted by comparison period (ascending)																			
2020-2021 (2020)	17	108.8	10.9	97	101.0	11.0	98	10	2.2	9.5	93.9	17	2	2	2	2	2	2	2
2021-2022 (2021)	37	107.7	11.2	88	101.0	10.1	7	9	1.2	9.5	93.9	17	37	34	36	37	34	36	37
Data is sorted by comparison period (ascending)																			
2022-2023 (2022)	10	108.0	10.0	98	107.7	11.0	9	10	0.8	9.5	93.9	17	10	4	10	10	4	10	10
2023-2024 (2023)	10	108.0	10.7	100	108.0	10.6	9	10	0.8	9.5	93.9	17	10	10	10	10	10	10	10
Data is sorted by comparison period (ascending)																			
2024-2025 (2024)	10	108.0	10.0	97	101.0	10.0	9	10	0.7	9.5	93.9	17	10	11	11	11	11	11	11
2025-2026 (2025)	38	107.7	11.0	7	101.0	10.1	8	10	1.0	9.7	93.9	17	38	31	39	40	37	38	40
2026-2027 (2026)	10	108.0	10.0	98	107.7	11.0	9	10	0.8	9.5	93.9	17	10	10	10	10	10	10	10
2027-2028 (2027)	10	108.0	10.1	97	101.0	10.0	14	10	1.1	9.7	93.9	17	10	10	10	10	10	10	10
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The image contains three screenshots of MAP Student Growth Summary Reports. The first screenshot is for Math, showing growth data for the Homeless subgroup across various grades. The second screenshot is for Reading, showing growth data for the Homeless subgroup across various grades. The third screenshot is for Language, showing growth data for the Homeless subgroup across various grades. Each screenshot includes columns for Grade, Number of Students, and Percentage of Students who met their projected growth targets.

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 Revised 12/2/24 MAP Projected Proficiency Levels	2024 CAASPP: ELA: 18.51% Math: 10%	Goal Met: Spring Projected Proficiency: ELA: 28.4% Math: 24.2%			Time Money People
Track progress and participation in instruction academic support programs, tutoring, and enrichment activities for	attendance and participation records	TBD 2024.- 2025	Making Progress: We were unable to offer targeted tutoring afterschool specifically to homeless			Time Money People

homeless students.			students; however, they did do well in comparison to other subgroups. Spring Projected Proficiency: ELA: 28.4% Math: 24.2%			
Create and implement individualized plans for TSSP students who are performing below the proficiency level. Revised 12/2/24 This action item will be discontinued.	Individualized plans progress monitoring 6-8 week cycles Revised 12/2/24. This action item will be deleted.	TBD 2024-25 This action item will be deleted.	This action item was discontinued on 12/2/24			Time Money People
student attendance	Q Attendance Reports	ADA 2023-2024 90.79%	Goal Met ADA 2024-2025 92.03% See Data: https://musd-my.sharepoint.com/:x/r/personal/tcastro_musd_net/Documents/Desktop/ADA-ADM%20Report%202024-2025.xlsx?d=w812616c0141743c498f275098f8172ec&csf=1&web=1&e=gWj1UY			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.	Spring 2024 Baseline: 75% of students reported that incentives help to motivate them to do better in school.	Making Progress: 77% reported that incentives help to motivate them to do better in school. See Data: https://forms.office.com/Pa			Time Money People

			ges/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jltnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are somewhat Improving Math and ELA scores to increase proficiency by 5% for TSSP students.	<p>Based on the action items above we have collected the following data to show that our action items are somewhat effective.</p> <p>A1 According to our Fall MAP data we currently have 0/0 Kinder, 0/4 1st Graders, 1/9 2nd Graders, 2/8 3rd Graders, 0/13 4th graders, 0/13 5th Graders, 2/10 6th graders, 3/13 7th graders and 2/12 8th grade TSSP students scoring at a Proficient level in Reading.</p> <p>According to our Fall MAP data we currently have 0/0 Kinder, 0/4 1st Graders, 1/9 2nd Graders, 0/8 3rd Graders, 1/13 4th graders, 3/13 5th Graders, 1/10 6th graders, 1/13 7th graders and 1/12 8th grade TSSP students scoring at a Proficient level in Language.</p> <p>According to our Fall MAP data we currently have 0/0 Kinder, 0/4 1st Graders, 1/9 2nd Graders, 0/8 3rd Graders, 1/13 4th graders, 3/13 5th Graders, 1/10 6th graders, 1/13 7th graders and 1/12 8th grade TSSP students scoring at a Proficient level in Math.</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 will continue in cycles 2& 3.</p> <p>A2 will continue in cycles 2 & 3.</p> <p>A3: Discontinue for Cycles. 2 & 3</p> <p>A4: Continue for Cycles 2 & 3.</p> <p>A5: Continue for Cycles 2 & 3.</p>	

	<p>This is a concerning low number of TSSP students who are demonstrating proficiency. Teachers have been given lists of their TSSP students and asked to monitor their progress in their PLC meetings. Student Data will be reexamined after the Winter MAP assessments. The newly created agenda for TSSPs has not been created and will be done during Cycle 2.</p> <p>A2: The team needs to go through the students who are receiving interventions during the school day and tutorials after school to determine who are TSSP.</p> <p>A3: This action step was confused with the Foster Youth requirement to track progress with these students so this action step will not be continued.</p> <p>A4: ADA & Chronic Absenteeism: ADA rate is 93% & Chronic Absenteeism rate is 16.66%. We have one VP who is new this year and is trying to learn the systems. The other VP was out on medical leave and returned a few weeks ago. Since the team has been in place they have been holding their T1& T2 meetings. T3 and SARTs are starting to be held. The principal will start holding weekly meetings with the VPs and attendance clerk to monitor attendance. The school's Outreach Assistant quit the first month of school and the new OA started on 12/2/24. This person will begin working immediately with the VPs to help create incentives to improve school attendance and chronic absenteeism. The new Outreach Assistant will be asked to help initiate a schoolwide attendance campaign and help monitor the attendance of our TSSP students.</p> <p>A5 We have increased our inventory of prizes, organized and labeled them. We have uploaded all the photos into the online store on the PBIS rewards app and will be launching it in January. We</p>		
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	<p>still need to get student ID cards made for scanning. We have almost completed our Bruin Den which has games, karaoke, and other activities for students to do. The Bruin Den will be used as an incentive for improved academics, attendance and behaviors.</p> <p>The data can be reviewed on the Emerging Students Sheet:</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are not effective in Improving Math and ELA scores to increase proficiency by 5% for TSSP students.</p>	<p>In ELA, the MAP Achievement data for our TSSP students show a decrease from the Spring CAASPP which was 18.51% met or exceeded, to Fall Map which was 13% with an increase to 15% on Winter Map. This is still a decrease of 3.51 from CAASPP which means or actions for ELA are not effective. We will continue to monitor these students through data discussions.</p> <p>In Math, the MAP Achievement data for TSSP students show no growth from Spring CAASPP of 10% to 10% on Fall MAP with an increase of 15% on Winter MAP which means are actions are effective. We will continue to maintain our actins for math.</p> <p>A1 According to the Winter MAP data, here are the numbers and % of TSSP Students who made their growth targets in Math: Kinder: 0/9 1st: 0/7 2nd: 8/18 or 44% 3rd: 3/10 or 30% 4th: 6/16 or 38% 5th; 11/17 or 65% 6th: 6/12 or 50% 7th: 11/18 or 61% 8th: 12/14 or 86%</p> <p>According to the Winter MAP data, here are the numbers and %s of TSSP Students who made their growth targets in ELA: Kinder: 0/3 1st: 0/7</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 will continue in cycles 3.</p> <p>A2 will continue in cycles 3.</p> <p>A3: Discontinue for Cycle 3.</p> <p>A4: Continue for Cycle 3.</p> <p>A5: Continue for Cycle 3.</p>	

	<p>2nd: 12/20 or 60%</p> <p>3rd: 2/10 or 20%</p> <p>4th: 5/16 or 31%</p> <p>5th; 7/17 or 41%</p> <p>6th: 5/12 or 42%</p> <p>7th: 9/18 or 50%</p> <p>8th: 10/14 or 71%</p>		
	<p>According to the Winter MAP Data here are the numbers and % of TSSP students who scored proficient in Math:</p> <p>Kinder: N/A</p> <p>1st: 0/4</p> <p>2nd: 1/8 or 12%</p> <p>3rd: 0/8</p> <p>4th: 0/8</p> <p>5th; 1/13 or 8%</p> <p>6th: 2/10 or 20%</p> <p>7th: 3/13 or 23%</p> <p>8th: 3/11 or 27%</p>		
	<p>According to the Winter MAP data, here are the numbers and %s of TSSP Students who scored proficient in ELA:</p> <p>Kinder: N/A</p> <p>1st: 0/4</p> <p>2nd: 1/9 or 11%</p> <p>3rd: 1/8 or 12%</p> <p>4th: 0/13</p> <p>5th; 1/13 or 7%</p> <p>6th: 1/10 or 10%</p> <p>7th: 4/13 or 31%</p> <p>8th: 4/11 or 36%</p>		
	<p>This data shows that more of our TSSP students are doing better at reaching their growth targets than reaching proficiency. There are some grade levels where students are meeting growth targets at a higher percentage rate than others. The grade levels have been provided a list of their student data from Illuminate to track student progress.</p> <p>The PLC teams need to continue to monitor these students to track progress toward growth targets as well as proficiency levels.</p>		
	<p>A2: Student data will be examined to</p>		

	<p>see which students that are receiving intervention are in the TSSP subgroup</p> <p>A3: This action step was confused with the Foster Youth requirement to track progress with these students so this action step will not be continued.</p> <p>A4: The ADA rate for TSSP Students is 90.61 which is higher than some of the subgroups. The VP has been directed to hold SARTs, SSTs and complete home visits.</p> <p>A5 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active, and all teachers and students are utilizing the platform. The Bruin Den is still not 100% functional due to staffing issues; however, there are members of the PBIS team who will begin piloting the room in March so we can make sure we work out all of the problems before fully opening the room.</p> <p>The data can be reviewed on this TSSP PowerPoint here: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EQd4bxffcMtJi4090kY6oJUBNIZNqxRLfF-H-A6RcRDEeQ?e=fT06KF</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are effective in Improving Math and ELA scores to increase proficiency by 5% for TSSP students.</p>	<p>In ELA, the projected proficiency of the GV TSSP students is 28.4% which exceeds our goal of 23.51%. In Math, the projected proficiency of the GV TSSP students is 24.2% which exceeds our goal of 15%.</p> <p>A1 According to the Winter MAP data, here are the numbers and % of TSSP Students who made their growth targets in Math: Kinder: 5/10 or 50% 1st: 0/6 2nd: 12/20 or 60% 3rd: 5/10 or 50% 4th: 7/16 or 44% 5th: 4/18 or 22% 6th: 9/13 or 69% 7th: 11/19 or 58% 8th: 9/16 or 56%</p>	<p>We will be continuing or revising the actions as stated below.</p> <p>A1 Continue in 2025-2026. A2 Continue in 2025-2026. A3: Discontinue. A4: Continue in 2025-2026. A5: Continue in 2025-2026.</p>	

	<p>According to the Winter MAP data, here are the numbers and %s of TSSP Students who made their growth targets in Reading:</p> <p>Kinder: 0/3 1st: 0/6 2nd: 13/20 or 65% 3rd: 3/10 or 30% 4th: 4/16 or 25% 5th: 11/18 or 61% 6th: 4/13 or 31% 7th: 9/19 or 47% 8th: 9/16 or 56%</p> <p>According to the Winter MAP Data here are the numbers and % of TSSP students who scored proficient in Math:</p> <p>Kinder: 4/12 or 33% 1st: 2/8 or 25% 2nd: 8/21 or 38% 3rd: 2/11 or 18% 4th: 0/16 5th; 2/18 or 11% 6th: 3/15 or 20% 7th: 6/19 or 31% 8th: 5/16 or 31%</p> <p>According to the Winter MAP data, here are the numbers and %s of TSSP Students who scored proficient in Reading:</p> <p>Kinder:3 /12 or 25% 1st: 0/7 2nd: 6/21 or 29% 3rd: 3/11 or 27% 4th: 1/16 or 6% 5th; 2/18 or 11% 6th: 2/15 or 13% 7th: 7/19 or 37% 8th: 4/16 or 25%</p> <p>We have increased in most grade levels for both growth and proficiency of our TSSP students.</p> <p>The PLC teams will continue to monitor these students to track progress toward growth targets as well as proficiency levels.</p> <p>A2: Student data will be examined to</p>		
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	<p>see which students that are receiving intervention are in the TSSP subgroup</p> <p>A3: This action step was confused with the Foster Youth requirement to track progress with these students so this action step will not be continued.</p> <p>A4: The ADA rate has increased for our TSSP Students to 92.03%. The administration team will continue to hold SARTs, SSTs and complete home visits.</p> <p>A5 We have increased our inventory of prizes, organized and labeled them. The PBIS Rewards store is now fully active, and all teachers and students are utilizing the platform.</p> <p>In order to communicate this goal to staff, the data is reviewed at staff and grade level PLC meetings and at pull out data discussion. Information is also sent out via weekly email communication from the principal. Teachers are encouraged to hold 1:1 goal setting discussion with their students to keep them aware of their progress, and parents are informed of these goals through conferences. Parents are informed of the school goals through monthly newsletters sent out by the principal.</p> <p>See Backcasting Document: https://musd-my.sharepoint.com/:p:/g/personal/tjohnson_musd_net/EVTLyZ90uWtKkIVLmuX77NUBb9I70tNpgU7NyI9wRBMUEg?e=B92u4g</p> <p>See TSSP Projected Proficiency: https://acrobat.adobe.com/id/urn:aaid:sc:US:ca4a65b3-1d8f-4cde-9e40-02f31277f421</p> <p>See Programs Growth Report: https://acrobat.adobe.com/id/urn:aaid:sc:US:d2a518b2-e43e-45f3-95eb-0e83c5361a0b</p>		
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	<p>See ADA Report: https://musd-my.sharepoint.com/:x:/r/personal/tcastro_musd_net/Documents/Desktop/ADA-ADM%20Report%202024-2025.xlsx?d=w812616c0141743c498f275098f8172ec&csf=1&web=1&e=gWj1UY</p> <p>Student Survey: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=RdYSggXY1qHtZltG4A4QNIQdUnznGIPT&id=4GMJwTXo9Ea9bkyTW-jJtnhv41sv3QFJv0Pe2bWc59VUQkM4R1k1WEhHTTILOEIQQUVPVzFLTEhPNy4u</p>		
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Progress Monitoring 25-26

Budget Summary

140 - Great Valley Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	Subs Timesheeting (Certificated) (Standards G1N1N2, Emerging Students G1N3)		\$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1
	ILT Timesheeting-Certificated		\$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, AAS 8	1.8	System-Wide Work	SN 1
	Timesheeting (Certificated) (Standards G1N1N2, Emerging Students G1N3)		\$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1
	Outreach Assistant NO TIMESHEETING - SALARY ONLY - Continued Funding			3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	ip
	TSSP (POC Timesheeting/Safety G1N1 Required)		\$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, AAS 4	3.4	Safety	G1N1N2
	Family Engagement Events (Literacy Night, STEAM Night, Math Night)	TBD	\$ 1,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Standards/Safety	G1N1N2/G1N1 N2/G1N1
	Foundations Consumables/Materials (Standards 1.1, ES 1.1, 2.1, 3.1)	Wilson Language Training	\$ 15,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1
	ILT Materials & Supplies	TBD	\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, AAS 8	1.8	System-Wide Work	SN 1
	Outreach Materials & Supplies as per Jenni Andrews	TBD	\$ 2,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	SN 3
	Parent Involvement & Engagement Activities (Safety G1N1)	TBD	\$ 1,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	G1N1
	Journey mentoring costs	Journey Ed com Inc.	\$ 22,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, AAS 2	2.2	Safety	SN 3
	Explore Learning-Reflex Math, New Site License to enforce math skills	ExploreLearning	\$ 3,295.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, AAS 2 GLS-Sup	1.2	GLS - Math	SN 2
	Outreach Community Events Fees as per Jenni Andrews	TBD	\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	SN 3
Total			\$ 61,795.00							

140 - Great Valley Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	SBRC Timesheeting (Certificated PLCs/pull outsubs)		\$ 8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, AAS 8	1.8	System-Wide Work	SN 1
	Academic Incentives (Standards G1N1N2)	TBD	\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 2
	Attendance Rewards Incentives (Safety G1N2)	TBD	\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 2
	Translation Timesheeting (Standards 1.1, 2.1 ES 1.1)		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, AAS 1	3.1	Emerging Students	SN 1
	Bridges to Success Elective (District Required)		\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	G1N1
	PBIS Timesheeting-Certificated		\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, AAS 2	2.2	Safety	SN 3
	Binders for lesson planning for bilingual paras-New for next year	TBD	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	3001 - 3.1 Goal 3, AAS 1	3.1	Emerging Students	SN 1
	Great Valley AG Day (Safety G1N1 Emerging Students G1N1N2N3 Safety G1N1N2N2)-School Wide Event		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1
	Junior high Elective Supplies	TBD	\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 2
	Read Across America Books	Amazon Business US Communities	\$ 500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1
	Parent Meetings-SSC, ELAC, Parent Coffees, Safety Meetings, etc (Safety G1N1)	Food 4 Less	\$ 2,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	G1N1
	PLC Training New Teachers Materials & Supplies (Standards G1N1N2 Emerging Students G1N1N2N3)	TBD	\$ 500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, AAS 8	1.8	Standards/E	G1N1N2/G1N1 N2N3
	Professional Development Material, Books & Supplies (Standards 1.1, 2.1, Safety 1.1, 2.1, 3.1, ES 1.1, 2.1, 3.1)	TBD	\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, AAS 8	1.8	System-Wide Work	SN 1
	MAP Reading Fluency Gum Drop Headphones	Office Depot	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1
	Read Across America Materials & Supplies	TBD	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1

PBIS Timesheeting-Classified		\$ 1,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 3
Student Recognition Events	TBD	\$ 5,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2
Talent Show Materials & Supplies	TBD	\$ 1,500.00	0709 - Prev EIAI,CAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2
COST Supplies/Materials (Safety 1.2, 2.1, 3.1)	TBD	\$ 500.00	0709 - Prev EIAI,CAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 3
cost is \$9,000 per day flat fee. This cost is for 3 days of training	TBD	\$ 27,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5220 - Conference Expense	1006 - 1.8 Goal 1, A&S 8	1.8	Standard/Safety/E	G1N1N2/G1N1N2/G1N1
Red Ribbon Week Materials & Supplies	TBD	\$ 1,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2
SBRC Training & Support	TBD	\$ 2,500.00	0709 - Prev EIAI,CAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN 3
Assemblies (Safety G1N1)	TBD	\$ 5,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2
Professional Development (Standards G1N1 Emerging Students G1N1N2N3)	TBD	\$ 24,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards/E	G1N1/G1N1N2/N3
Educational Excursion-Durham Ferry		\$ 1,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1
Educational Excursion-Durham Ferry Transportation	TBD	\$ 4,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1
Educational Excursion-Transportation to Science Camp	TBD	\$ 8,830.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1
Educational Excursions-Grade Level & SPED Enrichment (Standards 1.1, 2.1, Safety 1.1 ES 1.1, 2.1, 3.1)	TBD	\$ 10,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1
Educational Excursions-Grade Level & SPED Enrichment Transportation (Standards 1.1, 2.1, Safety 1.1 ES 1.1, 2.1, 3.1)	TBD	\$ 15,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1
Great Valley AG Day (Safety G1N1 Emerging Students G1N1N2N3 Safety G1N1)		\$ 2,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2
PBIS Trainings (Safety 1.1, 2.1, 3.1)	TBD	\$ 1,500.00	0709 - Prev EIAI,CAP	1000 - Instruction	5222 - Workshops/Trainings	A&S 2	2.2	Safety	SN 3
Restorative Practices (Standards 1.1, Standards 3.1)	TBD	\$ 12,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	5222 - Workshops/Trainings	A&S 2	2.2	Safety	SN 3
(Safety G1N3)	TBD	\$ 9,250.00	0709 - Prev EIAI,CAP	1000 - Instruction	Expenditures	A&S 2	2.2	Safety	SN 3
AgVenture Field Trip Transportation (?)	TBD	\$ 2,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	Vendor	A&S 4	2.4	Safety	SN 1
Peaceful Playgrounds. (Safety G1N3) was approved 24/25 need to do in 25/26-Conflict Resolution-all staff etc. Open PO	Peaceful Playgrounds	\$ 7,200.00	0709 - Prev EIAI,CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 3
	Shoob Photography	\$ 5,000.00	0709 - Prev EIAI,CAP	1000 - Instruction	Expenditures	A&S 2	2.2	Safety	SN 3
Professional Development-conferences/trainings	TBD	\$ 2,000.00	0709 - Prev EIAI,CAP	2700 - School Administration	5220 - Conference Expense	1006 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN 3
Total		\$ 185,280.00							

140 - Great Valley Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	Honor Roll Banquet (Incentives & Dinner)	TBD	\$ 3,000.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	Safety	SN 2
	Educational Excursion-ELOP-5 Day Science Camp	TBD	\$ 19,870.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 1
	Art Elective (District Required) Prop 28 (?)		\$ 1,000.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Safety	G1N1
	Artists-in-Schools Residency (Safety G1N1 Prop 28)		\$ 9,500.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	Safety	G1N1
	Art Integration Materials & Supplies for Electives (Safety G1N1-Prop 28)	TBD	\$ 29,084.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Safety	SN 1
Total			\$ 62,454.00							

140 - Great Valley Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	Data Discussions Pull Out Days/Subs (Standards 1.1, 2.1, Safety 3.1, ES 3.1, 3.2, 3.3)		\$ 15,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.1	GLS - System-Wide Work	SN 1
	Tutoring (Standards 1.1, 2.1, ES 1.1, 2.1, 3.1)		\$ 7,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1
	Tutoring (Standards 1.1, 2.1, ES 1.1, 2.1, 3.1)		\$ 7,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2
	Tutoring (ES 1.1)-Classified		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	2107 - Instr Aides Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1
	Supplemental Instructional Materials (Standards 1.1, 2.1 Safety 1.1, 2.1, 3.1 ES 1.1, 2.1, 3.1)	TBD	\$ 8,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1
	Professional Development-Conference/Training (Standards 1.1, Standards 3.1) -Tier 1 instruction	TBD	\$ 12,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.1	System-Wide Work	SN 3
	Student G1N1N2N3) Approved 24-25 but need to move to 25-26		\$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Standards/Safety/ES	G1N2/G1N1G1N1N2N3
	(Standards G1N2 Emerging Students G1N1N2N3) -2 additional days	PEBIC	\$ 14,400.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	S	G1N2/G1N1N2N3
Total			\$ 75,900.00							

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 2024-25 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. Great Valley was able to establish a PTA at the end of the 2024-25 school year.

Date

Staff Meeting Dates: 8.7.24,9.4.24,10.16.24, 11.6.24, 12.4.24, 1.8.25, 2.5.25, 2.19.25, 3.19.25, 4.2.25, 4.30.25

Instructional Leadership Team Meeting Dates: 8.15.24, 9.24.24,10.17.24,11.14.24,12.19.24, 1.21.25,2.18.25,3.18.25,4.15.25,5.15.25

Safety Team Meeting Dates: 9.26.24, 2.27.25, 3.17.25, 5.12.25

School Site Council Meeting Dates: 1.14.25, 2.6.25, 3.27.25, 5.1.25

English Language Advisory Council Meeting Dates: 9.26.24, 11.14.25, 2.13.25, 4.30.25

Parent Information Meetings: Title 1 & Back to School: 8.14.24, 9.20.24, 10.18.24, 11.15.24, 12.13.24, 1.17.25, 2.21.25, 3.21.25, 4.11.25,

PTA Informational Meetings: 3.4.25,4.10.25, 4.24.25, 5.6.25, 5.22.25

Student Leadership Meeting: 5.14.25

SSA Meeting Dates: 8.19.24, 9.23.24, 10.14.24, 11.18.24, 12.16.24, 2.18.25, 3.4.25, 4.14.25, 5.12.25

Groups

Certificated and Classified Staff

Instructional Leadership Team

Safety Team

School Site Council

English Language Advisory Council

Student Leadership

Parent

SSAs

Outcome

The above referenced groups met on varying dates above to progress monitor current data/goals and to review/revise/set new goals for the upcoming year. Discussion was held on three targets: Grade Level Standards, Safety, and Emerging Students. Students needs and targeted resources were discussed. Plan was approved by School Site Council on April 15th, inclusive of review and approval of the Title 1 Needs Assessment worksheets with associated actions.

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
Brooke Robinson	Classroom Teacher
Laura Thomas	Classroom Teacher
Amy Modesto	Classroom Teacher
Lori Leitner	Other School Staff
Destiny Leyvas	Parent or Community Member
Julia Fregoso	Parent or Community Member
Nayeli Lopez	Parent or Community Member
Sophia Acosta	Parent or Community Member
Rhiannon Aguilar	Parent or Community Member

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
	English Learner Advisory Committee
	Other: PBIS Committee

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 May 1, 2025.

Attested:

	Principal, Theresa Johnson on 5/1/25
	SSC Chairperson, Amy Modesto on 5/1/25