

**District Goals and Success Indicators / LEA Plan  
2009-2010**

Board Adopted: October 7, 2009

**Strategic Goal Area #1  
Student Education**

**I. Goal:**

*Maximize the performance of all students by providing a program of curriculum, instruction, assessment and student accountability with clearly defined basic and higher order thinking skills and achievement expectations for the 21st century based on standards of excellence.*

**Success Indicators for Goal:**

1. The District and each school shall meet the Academic Performance Index (API) growth targets annually and attain and sustain 800 or above.
2. Students at all grade levels shall score at or above “Proficient” on the California Standards Test meeting the following success indicator’s for Adequate Yearly Progress (AYP) by the year 2013-2014.

	<i>At or Above Proficient</i>	
	<i>English Language Arts</i>	<i>Math</i>
<b>2003</b>	13.6%	16%
<b>2004</b>	13.6%	16%
<b>2005</b>	24.4%	26.5%
<b>2006</b>	24.4%	26.5%
<b>2007</b>	24.4%	26.5%
<b>2008</b>	36.2%	37%
<b>2009</b>	46%	47.5%
<b>2010</b>	56.8%	58%
<b>2011</b>	67.9%	68.5%
<b>2012</b>	78.4%	79%
<b>2013</b>	89.2%	89.5%
<b>2014</b>	100%	100%

3. English Language Development growth for EL students is measured by the State assessment, CELDT. The following will be the annual goals for EL students in the area of ELD.

<b>CELDT level</b>	<b>Beginning</b>	<b>Early Int</b>	<b>Intermed</b>	<b>Early Adv</b>	<b>Adv</b>	<b>Redesignate</b>
Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
			1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
				1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
					1 <sup>st</sup> year	2 <sup>nd</sup> year

4. Twenty Three percent (23%) of all sixth grade students will receive the Presidential Academic Awards.
5. Seventy-Five percent (75%) of students in grades 5 are within or exceeding the Healthy Fitness Zone for 5 of 6 of the Fitness Standards tests of the State Physical Fitness Test. (2009 baseline is 70.9%)

6. Seventy-Two (72%) of students in grade 7 are within or exceeding the Healthy Fitness Zone for 5 of 6 of the Fitness Standards tests of the State Physical Fitness Test. (2009 baseline is 67.3%)
7. Sixty-Five (65%) of students in grade 9 are within or exceeding the Healthy Fitness Zone for 5 of 6 of the Fitness Standards tests of the State Physical Fitness Test. (2009 baseline is 60%)
8. By the end of the school year, all students will have mastered their respective grade level performance standards as indicated by the District Benchmarks or will have an intervention plan in progress.
9. At the end of each trimester of the school year and each trimester thereafter, each site administrator shall demonstrate to the Superintendent longitudinal scores for each student in the core areas of English Language Arts and Mathematics. For students scoring in the “basic” and below areas, the site administrator shall have a plan for monitoring and assessing the value and effectiveness of student support services every four to five weeks.
  - One hundred percent of K – 1 students will pass the District's designated phonemic awareness and phonics performance standards, by June of each school year-and those who do not will have an intervention plan in place by June of each school year.
  - Ninety percent of all students in grades 2 - 6 will pass the District's Comprehension Benchmarks test or those who do not will have an intervention plan in place by June of each school year.
  - Grades 7-12 will develop a goal for ELA benchmarks by the end of the year.
  - K-12 will develop a goal for Math benchmarks by the end of the year.
10. By the end of each year, each School Site Council shall submit an action plan contained within the Single Plan for Student Achievement detailing how the staff will address the goal to improve student achievement in ELA and Math.

## **II. Goal:**

*Provide students of all ages with pertinent learning opportunities to magnify their individual potential by providing safe, innovative quality support services, specialized programs, and resources.*

### **Success Indicators for Goal**

1. Classroom learning environments and instructional activities shall include, as a minimum, the following characteristics and practices:
  - Learner goals linked to State Standards with specific success levels to be obtained (academic, social skills, communication, motor skills, health and safety) are regularly communicated and posted in classrooms.
  - Staff expectations and inferences regarding incrementally higher expectations for student achievement are regularly modeled and communicated to students and parents.
  - Certificated evaluations will indicate that 100% of those evaluated in a given school year will model reflection and lesson adjustment immediately responding to the nuances observed in student practice and understanding.
  - RTI will be implemented at all schools.
2. By September of each school year, School Site Councils shall review and revise its School Safety Plan.
3. By June of each school year, the staffs of all District schools will provide students and parents Student Success Team services that will help improve student achievement and help improve student behavior skills.
4. By September of each school year, each school will have a plan to encourage student learning opportunities in non-violence, social skills, character education, and general emotional well being. Programs are to affect the entire campus culture, and include formal instruction in which students are required to participate.
5. All students will meet the required instructional minutes for Physical Education.
6. A District Instructional Assistant Program will be implemented with reconfiguration of Instructional Assistant time per site based on student needs.
7. All Instructional Assistants will be trained to assess students with DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

### **III. Goal:**

*Provide educational opportunities outside of the traditional school calendar, hours, and curriculum that might be facilitated by the use of technology in order to ensure the success of all students.*

#### **Success Indicators for Goal:**

1. Before and After School Programs might include:
  - Extended Library
  - Extended Technology Classroom
  - Kindercare Program
  - Pre-School
  - Odyssey of the Mind
  - Science Olympiad
  - Enrichment Classes

## **Strategic Goal Area #2**

### **Professional Practice**

### **I. Goal:**

*Encourage collective growth in a common direction leading to an enhanced repertoire of skills/concepts.*

#### **Success Indicators for Goal:**

1. All certificated instructional staff members shall be certified as Highly Qualified.-
2. District initiated staff development will integrate concepts such as learning styles, brain research, Differentiated Instruction, English Language Learners (ELL), phonograms, and Response to Intervention/Instruction.
3. One hundred percent of all staff Site Teams shall demonstrate implementation of Building Effective Schools Together (BEST) practices.
4. One hundred percent of the staff Site Teams shall have classified representatives, if required.
5. One Hundred percent of classified staff shall have completed playground supervision training.
6. The District will support recognition programs and practices that will specifically support the Goals and Success Indicators, such as:
  - Recognition of Service to the District
  - Distinguished School Awards
  - Jack London Awards (affiliated with Sonoma State University)
7. By June of each year, all eligible staff will be trained in completing time surveys necessary to receive Medi-Cal Administrative Activity (MAA) funding.
8. By June 2010, all Certificated staff will have the opportunity to receive training in the implementation of the Math adopted program.
9. The District will follow the State instructional materials adoption cycle/process.
10. All Certificated Staff will serve on a curriculum committee that will also include Classified Staff members and school community parent members.

## **Strategic Goal Area #3**

## Public Service

**I. Goal:** *Extend our program, services, and facilities to all segments of the community. Build community support in order to ensure the success of all students. Build a community and parent involvement/student support network.*

### *Success Indicators for Goal:*

1. There will be an increase of all parents with children in the Title I and English Language Development programs in attending a minimum of one curriculum workshop by June of each year.
2. Offer to one hundred percent of the Kindergarten students a public library card
3. The District makes facilities available to support community based youth programs.
4. Parent education shall be provided each year in such areas as; (examples) English Language Arts, Mathematics, and parenting. Technology will be integrated into these trainings.
5. Two “Town Hall Meetings”, will be held in order to assess the needs of the District community.

## Strategic Goal Area #4

### Leadership

**I. Goal:** *Provide facilities, and technological infrastructure that protect and support the educational programs. Flexibility will be key to accommodate changes in instructional methods and content. The facilities and infrastructure need to accommodate changes in instructional methods and content.*

### *Success Indicators for Goal:*

1. The District Technology Plan will be implemented, specific to year 2 Goals.
2. One hundred percent (100%) of staff will actively use the district network and integrate technology into at least one curriculum area or one key aspect of their job by June, of each school year.
3. The District Business Office shall conduct a review of internal practices, for the purposes of streamlining operations.
4. The Personnel Office shall initiate web based forms and reduce the need for paper focused process.
5. By June of each year, develop and update Board Policies related to the monitoring, review and renewal of the District’s charter school programs.
6. By January of each year, in conjunction with charter school staff, complete a draft partnership development plan that would provide skills, working relationships, insight and personal exchanges with local and more global resources that might lead to new opportunities for students without generating new costs for the charter schools.

**II. Goal:** *Provide students and parents a choice in educational settings.*

*Success Indicators for Goal:*

1. The district will provide educational setting choices other than traditional (K-6 general education and special education classes) classroom settings within school boundaries. Present “choice” programs include:
  - Seventh through twelfth grade Charter High School
  - Seventh through eighth Charter Middle School
  - Home Study Program

**III. Goal:** *Provide the highest quality of personnel that demonstrates collegiality, a support for multi-cultural understanding and innovation.*

*Success Indicators for Goal:*

1. By June 2010, each school site will have activities that demonstrate multi-cultural understanding implemented.
2. By June 2010, there will be a plan to demonstrate innovation for district-wide understanding of cultural diversity.

**IV. Goal:** *Encourage and support a rigorous board and administration development plan which breaks the routine, changes perspective, examines assumptions, and leads to the reading of challenging material.*

*Success Indicators for Goal:*

1. Any currently seated board members will complete the CSBA Master of Boardmanship/Masters in Governance training within two years of being seated.
2. Currently seated board members will attend a legal workshop on complaint procedures, the Brown Act and new legislation annually.
3. Board Members will receive training in Sexual Harassment training and Ethics training as required by the State.
4. Board members will attend charter school workshops and conferences at least once every two years.
5. All site administrative staff will perform their duties according to California Professional Standards for Educational Leaders.
6. All site administrative staff will complete evaluation and supervisory training.
7. Board Subcommittee for District Budget.
8. Board Subcommittee for Board Policy and Administrative Regulations Review.
9. Board Subcommittee for Facility Master Plan Revision.
10. Board Subcommittee for Advocacy.
11. The Governing Board will complete a Self-Evaluation in April/May.

**V. Goal:**

*Practice innovative, open and honest communication techniques in order to maximize understanding, trust and compassion for the inter-change of thoughts, opinions, feeling, moods or information by speech or writing that contributes to improving student outcomes.*

**Success Indicators for Goal:**

1. Ninety percent (90%) of each group: the administrative staff, unit leadership, and board will have completed collaborative bargaining training by June, 2010.
2. One hundred percent (100%) of district parents will have received information on how to access the District Academic Standards in English/Language Arts and Mathematics at grade level by October of each school year.
3. Hundred percent (100%) of district parents will receive information on how to access the California Recommended Reading List by October of each school year.
4. Eighty-five percent (85%) of the district administrative and certificated staff will produce and distribute newsletters to their appropriate audiences.
5. District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.
6. A District newsletter will be posted on the District's Website two times a year.
7. Communications received from the public shall be responded to within one business week; action does not need to be taken, only notification of receipt.
8. By December 9, 2009, all District correspondence shall be available in both Spanish and English.

**VI: Goal:**

*Emergency, crisis, urgent need, short and/or long-term special projects will be handled by the Superintendent in a manner that will provide the best possible outcomes, conclusions and/or results for the students, staff and parents of the Piner-Olivet Union School District.*

**Examples (not limited to):**

- Building of a new facility
- Dealings with the Santa Rosa School District Board on school issues
- Negotiations
- Dealings with the Santa Rosa City Council on school issues
- Piner-Olivet Charter School
- Northwest Prep at Piner-Olivet
- Litigations

Each year these projects will be considered for evaluation purposes pursuant to Section 54957.6 of the Education Code.

**Adopted Board Meeting: October 7, 2009**  
**Adopted Board Meeting: December 9, 2008**  
**Adopted Board Meeting: June 6, 2007**  
**Adopted Board Meeting: October 19, 2005**  
**Adopted Board Meeting: November 17, 2004**  
**Adopted Board Meeting: December 10, 2003**  
**Adopted Board Meeting: November 2, 2001**  
**Adopted Board Meeting: October 18, 2000**  
**Adopted Board Meeting: September 23, 1999**  
**Adopted Board Meeting: October 22, 1998**  
**Regular Board Meeting: October 8, 1998**  
**Regular Board Meeting: September 24, 1998**  
**Administrative Cabinet: September 16, 1998**

