

# Novato Unified School District District Plan for Student Achievement 2016-2017



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**Superintendent**  
Jim Hogeboom

**Board Members:**

Derek Knell, Board President  
Tom Cooper, Board Vice President  
Maria Aguila  
Debbie Butler  
Greg Mack  
Ross Millerick  
Shelly Scott

**District Equity Goal Area:** Every single student in the Novato Unified School District will be provided with the necessary opportunity and assistance to grow academically each year.

**1) UC/CSU College Entrance Requirements (A-G requirements) High School only**

- a) The percent of seniors who meet the A-G requirements will increase from 46% to 56%. (43.4% state average)
- b) The percent of Latino/Hispanic who meet the A-G requirements will increase from 22% to 32%. (34.6% state average)
- c) The percent of SocioEconomically Disadvantaged seniors who meet the A-G requirements will increase from 20.6% to 30.6%. (34.1% state average)

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Ongoing monitoring of progress of all students who are not on track to meet the A-G requirements.	<ol style="list-style-type: none"> <li>1. Counselors, along with support from 10,000 Degrees, Newcomer Counselor will meet with students.</li> <li>2. Use Naviance to develop action plans to get students on track for A-G                             <ol style="list-style-type: none"> <li>a. Develop strategies to increase the use of Naviance at each grade level                                     <ol style="list-style-type: none"> <li>i. 8th grade- Core</li> <li>ii. Health/GFSF</li> <li>iii. World History</li> <li>iv. English</li> <li>v. Economics</li> </ol> </li> </ol> </li> </ol>	<p>\$65,000 newcomer counselor</p> <p>\$26,000 Naviance fee</p>	<p>MCF MCHH LCFF Supp</p> <p>School Fuel</p>
Frequent use of Schoolzilla computer program to monitor students progress.	<ol style="list-style-type: none"> <li>1. Detailed Roll-out of Schoolzilla to include all stakeholders, including students</li> <li>2. Provide training to administrators, counselors, and school staff on how to use the program.</li> <li>3. Identify different dashboards that will support administrators and teachers in using data</li> <li>4. Identify a process for effective data process (MCF/P3 process as a possibility)</li> </ol>	\$56,500 Schoolzilla	LCFF Supp
Implement effective intervention programs to provide support to students struggling in A-G classes.	<ol style="list-style-type: none"> <li>1. Develop a summer programs for math and language arts</li> <li>2. Provide parent training about the A-G requirements (PIQE)</li> <li>3. AVID Strategies &amp; higher level course work</li> <li>4. Identify multiple-tier system of support (MTSS) to be used system-wide, in-class</li> </ol>	<p>\$20,000 PIQE</p> <p>\$395,000 AVID salaries</p>	<p>LCFF Supp</p> <p>LCFF Supp Title I</p>

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	<p>instructional strategies</p> <p>a. By June, we will identify multi-tier system of support</p> <p>i. Identify data points that indicate students do not need intervention</p> <p>ii. Identify in- class instructional strategies to be used system-wide</p> <p>iii. Create intervention courses for students who are below grade level</p>	<p>membership summer inst. stipends</p>	
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**2) SBAC Assessment - District Wide Data**  
***English Language Arts (minimum of 5% growth)***

- a) The percent of students who meet or exceed the standard on the SBAC ELA assessment will increase by a minimum of 5%.

**All Students**

Grade	2016	Goal (minimum 5 %)
3rd	50%	55%
4th	52%	60%
5th	63%	68%
6th	56%	61%
7th	58%	63%
8th	62%	67%
11th	75%	80%

- b) The percent of Latino/Hispanic students who meet or exceed the standard on the SBAC ELA assessment will increase by a minimum of 5%.

**Latino/Hispanic Students**

Grade	2016	Goal (minimum 5 %)
3rd	31%	36%
4th	24%	29%
5th	44%	49%
6th	41%	46%
7th	41%	46%

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8th	43%	48%
11th	58%	63%

c) The percent of Socio Economically Disadvantaged students who meet or exceed the standard on the SBAC ELA assessment will increase by a minimum of 5%.

**Socio Economically Disadvantaged Students**

Grade	2016	Goal (minimum 5 %)
3rd	26%	31%
4th	20%	25%
5th	35%	40%
6th	33%	38%
7th	34%	39%
8th	35%	40%
11th	54%	59%

d) The percent of English Learners who meet or exceed the standard on the SBAC ELA assessment will increase by a minimum of 5%.

**English Learner Students**

Grade	2016	Goal (minimum 5 %)
3rd	13%	18%
4th	3%	8%
5th	8%	13%
6th	6%	11%
7th	3%	8%
8th	3%	8%
11th	3%	8%

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Integrate Guided Language Acquisition Design (GLAD) TK-8, and Sheltered Instruction Observation Protocol (SIOP) Strategies into Project Design 6-12	1. Ensure all elementary teachers are GLAD trained and refreshed and use district Coaches for training	\$5,000 subs for teachers	General Funds
	2. Use Learning Walks to observe GLAD/SIOP strategies being used in PBL units	GLAD training	
	3. Needs assessment of SIOP training for teachers and develop multi-year roll-out for training for untrained teachers	\$500 materials	General Funds
	4. Continued implementation of SIOP strategies in grades 6-12.	GLAD training	
Ensure and support a consistent Language Arts Program at K-12	1. Evaluate the needs and identify next steps for a possible ELA/ELD curriculum adoption TK-8	\$5,000 Subs for ELA benchmark Team teachers	General Funds
	2. Identify support needs of teachers and partner with instructional coaches to provide individualized support as needed.		
	3. Show teachers where resources are located on NUSDteach.org	\$9,000	General Funds
	4. Use learning walks to observe Lucy Calkins/Step Up to Writing Program in action	Stipends for ELA benchmark Team teachers	
	5. Provide teachers with collaboration time to share students writing and discuss/plan program(s)		
	6. Send new teachers to district Lucy Calkins Training	\$17,000	Title II
	7. Ensure all 6-8 teachers have access to Step up to Writing resources	LC training for teachers, coaches & admin.	
	8. Conduct a needs assessment, develop Step Up to Writing Progression for 6-8th	\$15,000 subs for teachers LC	Title II
Continue to provide students with consistent writing and reading expectations at each level	1. Identify the writing program to be used at middle school systematic- Step up to Writing	\$1,000 teachers scoring assessment	General Funds
	2. Continue to implement district-wide writing assessment for 6-12th grade		

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	<ol style="list-style-type: none"> <li>3. Continued training and calibration to build consistent language and writing rubrics</li> <li>4. Develop Project Based Learning based on literature titles</li> <li>5. Implement critical reading strategies across all subject areas</li> </ol>		
Provide opportunities for staff to pilot the use of CAASPP Practice Tests & Interims	<ol style="list-style-type: none"> <li>1. Identify teachers or schools interested in piloting the CAASPP practice materials</li> <li>2. Ensure that each pilot teacher has access to the practice materials</li> <li>3. Provide training for participating teacher in how to score and interpret results</li> <li>4. Evaluate the usefulness of the CAASPP Practice Tests &amp; Interims</li> </ol>	N/A	N/A

**Mathematics (minimum of 5% growth)**

- a) The percent of students who meet or exceed the standard on the SBAC Math assessment will increase by a minimum of 5%.

**All Students**

Grade	2016	Goal (minimum 5 %)
3rd	52%	57%
4th	50%	55%
5th	52%	57%
6th	44%	49%
7th	55%	60%
8th	56%	61%
11th	46%	51%

- b) The percent of Latino/Hispanic students who meet or exceed the standard on the SBAC Math assessment will increase by a minimum of 5%.

**Latino/Hispanic Students**

Grade	2016	Goal (minimum 5 %)
3rd	35%	40%
4th	27%	32%
5th	26%	31%
6th	23%	28%

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7th	35%	40%
8th	30%	35%
11th	23%	28%

- c) The percent of SocioEconomically Disadvantaged students who meet or exceed the standard on the SBAC Math assessment will increase by a minimum of 5%.

### Socio Economically Disadvantaged Students

Grade	2016	Goal (minimum 5 %)
3rd	30%	35%
4th	19%	24%
5th	19%	24%
6th	21%	26%
7th	33%	38%
8th	28%	33%
11th	21%	26%

- d) The percent of English Learners who meet or exceed the standard on the SBAC Math assessment will increase by a minimum of 5%.

### English Learner Students

Grade	2016	Goal (minimum 5 %)
3rd	16%	21%
4th	7%	12%
5th	6%	11%
6th	4%	9%
7th	3%	8%
8th	6%	11%
11th	0%	5%

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Develop Number Sense and Math Fluency through the use of Intentional Math Discourse with students at all grade levels. All teachers grades TK-12 will utilize “Intentional Math Talks” focused on developing specific math concepts at least 2 times a week.	<ol style="list-style-type: none"> <li>1. Provide staff training using instructional coaches focused on developing math discourse in the classroom -“Intentional Math Talks.”</li> <li>2. Set up a schedule for coach to work with teachers in grade level teams to practice/model process - individual support as needed.</li> <li>3. Have teachers share what is working/check-in and record progress on Monthly PLC document.</li> </ol>	N/A	N/A
Utilize Math Practice Icons TK-8	<ol style="list-style-type: none"> <li>1. All TK-5 classrooms utilize the Math Practice Icons to help facilitate discourse focused on developing academic language around the math practices.                             <ol style="list-style-type: none"> <li>a. Math Practice Icons used to help students use metacognition to understand what math practices they are using when solving math problems</li> </ol> </li> </ol>	\$4,000 materials	General Funds
Provide more opportunities for students to receive small group instruction TK-12	<ol style="list-style-type: none"> <li>1. Train teachers to utilize flexible learning groups to work with students to provide focused instructional support                             <ol style="list-style-type: none"> <li>a. Utilize district coaches to help provide professional development around strategies to incorporate more small group instruction during the school day eg. The Daily 5</li> </ol> </li> </ol>	N/A	N/A
Develop math instructional leadership to support teachers at each grade level TK-12	<ol style="list-style-type: none"> <li>1. Math Leadership team with representatives from K-12 meets monthly after school and with two full day training meetings</li> <li>2. Send key teachers to the MCOE Math and Science Consortium to develop Math Coaching Skills.</li> <li>3. Integrate more discourse in CPM lessons and collaborative skills in curriculum implementation</li> <li>4. Math Leadership to take Jo Boaler’s course “ How to Learn Math: For Teacher”, discuss and identify for</li> </ol>	\$9,500 subs for math team teachers  \$16,000 stipends for math team teachers	General Funds  General Funds

**3) English Learners (Measures of Academic Progress -MAP)**

- a) The average RIT percentile rank will increase for English Learners on the Winter Language Usage and Reading MAP at each school by at least 5 percentile points of growth.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Implementation of ELD Methods at the secondary level.	<ol style="list-style-type: none"> <li>1. Continue to provide coaching support and staff training with an instructional coach and CCT (Clark Consulting) consultant to improve instructional understanding and practices.</li> <li>2. Provide individual coaching support as necessary</li> <li>3. Students are assessed every 8 weeks on their progress. Data from assessments is collected to further drive instruction.</li> </ol>	<p>\$79,200 NUSD coach</p> <p>\$178,100 Clark Consulting</p> <p>\$10,000 subs for teachers</p>	<p>Title III</p> <p>LCFF Supp</p> <p>LCFF Supp Title III</p>
Implementation of Integrated and Designated ELD at the elementary level.	<ul style="list-style-type: none"> <li>● EL Coordinator and ELD Instructional Coach are working collaboratively to develop a rollout for elementary teachers in order to provide professional development and Instructional coaching on Designated and Integrated English Language Development instruction.</li> <li>● Roll out of Desg. and Int. ELD Instruction at sites</li> <li>● ELD: Scaffolding Instruction for English learners (DOK) in PBL</li> </ul>	<p>\$130,600 NUSD coord</p> <p>\$79,200 NUSD coach</p>	<p>LCFF Supp</p> <p>Title III</p>
Student and Parent Education around ELD	<ul style="list-style-type: none"> <li>● English Learner Parent Info Night</li> <li>● Schoolzilla to inform students of their progress</li> </ul>	<p>\$1,000 ongoing parent outreach</p> <p>\$56,500 Schoolzilla</p>	<p>Title III</p> <p>School Fuel</p>

**District Student Success Goal Area:** All students will demonstrate at least a year’s growth in one year’s time and graduate with the skills and knowledge to be successful in college and career through high-quality learning experiences and assessments aligned to the California Standards as well as be informed citizens.

**4) Graduate Profile: 6 C’s**

- a) Collaboration Rubric will be used to assess growth

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
District Leadership Team: Refine and develop rubrics	1. Pilot and refine collaboration rubric	\$26,500	Title I
	2. Develop rubrics for critical thinking and communication	Envision	
	3. Elicit feedback from DLT on the alignment between Professional Development and district goals	\$12,000 subs for teachers	General Funds
		\$13,000 stipends for teachers	General Funds
District Leadership Team: Develops and pilots Performance Tasks at various grade levels	<ol style="list-style-type: none"> <li>1. Pilot Performance tasks</li> <li>2. May Exhibition Day - Teachers presenting student work/projects (Protocols)</li> <li>3. Initial ideas about what the 5th, 8th and 12th grade Graduate Profile exhibitions/portfolios look like</li> </ol>	Included in above costs	Included in above costs
District Advisory Committee:	Review, revise and approve the Equity Imperative -Explore and further define Cultural Competency skills and assessments-	\$1,600 subs for teachers	General Funds

**5) Early Literacy / Literacy**

- a) The percentage of 3rd grade and 8th grade students scoring at or above the proficient level on the MAP winter Reading Tests will increase for 3rd grade from 61% to 66% and for 8th grade from 68% to 73% percent (**minimum of 5% growth**). *Not Applicable for High School*

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Special Education - Sondag	SPED teachers and paras received training on	\$60,000	

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System District-Wide	implementing.  Students with disabilities receive reading interventions and strategies based on the Ortho-Gillingham method.	materials  \$17,000 training	
Ensure and support a consistent Language Arts Program at K-12	<ol style="list-style-type: none"> <li>1. Aligning practices to ensure all students are exposed to a similar instructional approach: Lucy Calkins Writing K-5, Step Up to Writing, Writing             <ol style="list-style-type: none"> <li>a. Continue to align between elementary/middle school writing programs</li> </ol> </li> <li>2. Provide Consistent Reading/Writing Benchmarks K-5 and 6-10             <ol style="list-style-type: none"> <li>a. Develop consistent process for data analysis for MAP (1-8)</li> </ol> </li> <li>3. Evaluate the needs and identify next steps for a possible ELA/ELD curriculum adoption TK-8</li> </ol>	\$63,271 MAP	Title I
Provide more opportunities for students to receive small group instruction TK-12	<ol style="list-style-type: none"> <li>2. Train teachers to utilize flexible learning groups to work with students to provide focused instructional support             <ol style="list-style-type: none"> <li>a. Utilize district coaches to help provide professional development around strategies to incorporate more small group instruction during the school day eg. Writing Workshop, Language Centers, Daily 5, GLAD Strategies</li> </ol> </li> </ol>	N/A	N/A
Utilize Depth and Complexity Icons TK-8	<ol style="list-style-type: none"> <li>2. Train teachers to utilize the Depth and Complexity Icons to help facilitate discourse focused on developing academic language and deepen understanding for reading comprehension.             <ol style="list-style-type: none"> <li>a. Depth and Complexity Icons help students use metacognition to actively engage with the text when reading</li> </ol> </li> </ol>	\$2,000 materials	General Funds

**6) High School Math Achievement (High School only)**

- a) The percentage of 9th grade students earning a C- or better in Algebra 1 or higher will increase from 73.6% to 78.6%
- b) The percentage of 9th or 10th grade students earning a C- or better in Geometry or higher will increase from 80% to 90%
- c) The percentage of students earning a C- or better in Algebra II will increase from 83.3% to 88.3%
- d) The percentage of high school students who complete Algebra II with a C- or higher by their senior year will increase from 28.2% to 33.2%.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Participate in Cross-district collaboration to improve Math Instruction	<ol style="list-style-type: none"> <li>Attend CALLI collaborative training convenings to develop strategies and actions to support students from 8th grade through the transition and into Algebra</li> <li>Bring back those strategies to the individual school sites and work with instructional coach and administrators to put the strategies in action</li> <li>Teachers will meet to discuss the effectiveness of the strategies on student learning based on rubrics or other assessment tools defined and developed by the CALLI collaborative.</li> <li>Identify 3 common days to implement academic discourse project</li> </ol>	<p>\$10,000 grant</p> <p>\$2,000 expenses not covered by the CALLI grant</p>	<p>CALLI</p> <p>General Fund Title II</p>
Strengthen Curriculum implementation of CPM	<ol style="list-style-type: none"> <li>All new teachers to the district will attend at least 3 days of CPM trainings</li> <li>New teachers work with the instructional coach for implementation of CPM team work strategies</li> <li>Teachers work in collaborative subject teams to integrate PBL's, performance tasks, and examples of open ended questions into their lessons</li> <li>CPM coach to work with 6th grade math teachers on Lesson Study and differentiation strategies</li> </ol>	<p>\$5,000 CPM training</p>	<p>Title II</p>
Collaboration Rubric	<ol style="list-style-type: none"> <li>During staff meetings, department meetings and Math Leadership team meetings, teachers will discuss best practices for using the rubric to gauge discourse and team collaboration skills</li> <li>During Performance Tasks like the SVM I MARS tasks teachers will use the rubric to help assess student collaboration progress.</li> </ol>	<p>\$9,500 subs for math team teachers</p> <p>\$16,000 stipends for math team teachers</p> <p>\$5000 SVM I Membership</p> <p>\$3,500 SVM I</p>	<p>General Funds</p> <p>General Funds</p> <p>Title II</p> <p>Title II</p>

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		training	
Review of Curriculum and Assessment	<ol style="list-style-type: none"> <li>1. Math Instructional Leads attend Sound Grading Practices Conference</li> <li>2. Math Instructional Leads to review and start developing fair, consistent grading practices</li> <li>3. Leadership team to develop formative assessments within the Algebra 1 curriculum and identify projects to integrate into the CPM curriculum</li> <li>4. Math Leadership Team to develop curriculum maps for each of the high school courses</li> </ol>	<p>\$10,000 conference</p> <p>\$9,500 subs for math team teachers</p> <p>\$16,000 stipends for math team teachers</p>	<p>LCFF Supp</p> <p>General Funds</p> <p>General Funds</p>

**District Staff Success Goal Area:** All staff will receive the appropriate support and resources in order to create the conditions to ensure student success

**7) Project Based Learning**

- a) All teachers will implement at least one Project in their classroom with the support of administrators and instructional coaches, and will use the draft collaboration rubric to assess collaboration as part of the project assessment for each student.

<p align="center"><b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i></p>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Partner with Buck Institute	<ol style="list-style-type: none"> <li>1. Continue to provide all teachers with the opportunity to attend PBL 101, 201 and Instructional Coach Session ( Summer 2016 and Spring 2017)</li> <li>2. Train all administrators in PBL Leadership Academy ( Summer 2016)</li> <li>3. All coaches trained through Instructional Coach Academy</li> <li>4. Provide teachers with student experience perspective through Project Slice during Opening Day</li> <li>5. Work with BIE to ensure that teachers are developing performance assessments aligned to the major standard and skill outcomes for projects</li> <li>6. Develop common template for Project submission and provide teachers with compensation to submit projects</li> </ol>	<p>\$39,9000 summer inst. MCOE PBL training fee</p> <p>\$49,000 Stipends for teachers summer inst.</p> <p>\$133,900 BIE</p>	<p>Educator Effect. Grant</p> <p>Educator Effect. Grant</p> <p>LCFF Supp</p>

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<p>Supporting PBL Implementation with Instructional Coaches</p>	<ol style="list-style-type: none"> <li>1. Support sites during their Wednesday afternoon PD in their continuing overview of Project Based Learning through ongoing support on Wednesday afternoons.</li> <li>2. Train Instructional Coaches so they may provide PBL 101 trainings in-house.</li> <li>3. Support grade level and department teams in development of PBL units; help facilitate meetings and help find resources and access pre-created projects;re-work projects for our specific needs</li> <li>4. Use BIE for On-Going Support</li> <li>5. Pairing experienced teachers with less experienced teachers</li> <li>6. Use <a href="http://www.bie.org/project_search">www.bie.org/project_search</a> for project ideas</li> <li>7. Use <a href="http://www.nusdteach.org">www.nusdteach.org</a> for resources</li> <li>8. Assistance on Technology devices when applicable</li> </ol>	<p>\$133,900 \$133,900 BIE</p>	<p>LCFF Supp LCFF Supp</p>
<p>Identify key PBL training needed for the summer institute</p>	<ol style="list-style-type: none"> <li>1. Offer all teachers with the opportunity to attend Summer Institute in Summer of 2017             <ol style="list-style-type: none"> <li>a. PBL 101</li> <li>b. PBL 201</li> <li>c. Instructional Coach and Leadership Academy</li> </ol> </li> <li>2. Offer Curriculum Development sessions for teachers who have already attended PBL training to develop content specific aligned projects (Science, Math, English, SS, etc)</li> </ol>	<p>TBD</p>	<p>Educator Effect. Grant</p>
<p>Use staff development days and minimum days to further train and design PBL units</p>	<ol style="list-style-type: none"> <li>1. Buck Institute to provide Support follow-up visit for PBL trained teachers</li> <li>2. Allow teachers to choose PD session aligned to PBL and create a product to implement immediately in their class</li> <li>3. Create sessions to ensure teachers understand how</li> </ol>	<p>\$133,900 BIE</p>	<p>LCFF Supp</p>
<p>Communicate and engage parent and larger community about Project Based Learning</p>	<ol style="list-style-type: none"> <li>1. Develop a parent communication presentation to share with site principals</li> <li>2. Support teachers in developing ways to engage parents and larger community in project presentation (Genius Sign-up)</li> </ol>	<p>\$100 (translation)</p>	<p>LCFF Supp</p>

8) Professional Learning

- a) The District Instructional Leadership Team will develop a professional development plan aligned with the Early Release Wednesdays or Minimum Days.
- b) All teachers/participants in professional development will be surveyed at least five times during the school year to ensure that a 75% positive rating of the effectiveness of the professional development time

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
<a href="#"><u>Develop and implement professional development plan</u></a>	<ol style="list-style-type: none"> <li>1. Provide coherent goal for the outcome of professional development plan</li> <li>2. Assess outcomes from each instance of staff development</li> </ol>	No Cost	N/A
Provide all teachers with relevant, rigorous and personalized learning experience aligned with district goals and to support teachers in the development of a teaching practice aligned to PBL.	<p><b>Goal/Outcome:</b></p> <ul style="list-style-type: none"> <li>● Teachers create a product relevant to their teaching practice, an instructional activity, assessment or curricular approach, that they can implement immediately in their classroom.</li> <li>● Teachers collect evidence (student work, videos of students collaborating, project templates, etc) to use for reflection and sharing at the May PD date.</li> <li>● Teachers develop an individualized goal that they will implement in their class and then have time to reflect on during the May PD day</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>● Teachers chose from a menu of choices for the morning of Nov. 10th and continue with this topic of learning for the year</li> <li>● Each administrator will work with one of the sessions to demonstrate our support of the teachers’ ongoing professional learning</li> </ul>	\$4,000 Supplies	General Fund
<b>Implement Summer Institute</b>	<ol style="list-style-type: none"> <li>1. Allow early implementers to develop PBL practice over summer through participation in Summer Institute</li> <li>2. Partner with MCOE to provide both PBL specific sessions and develop NUSD sessions based on content needs</li> <li>3. Support Instructional Coaches in</li> </ol>	TBD	Educator Effect. Grant

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	<p>developing sessions that align with PBL and district areas of focus</p> <p>a. Curriculum Development</p>		
<p><b>Implement California State Standards to ensure all students have access to all standards</b></p>	<p>1. Instructional Science Leadership Team attended each roll-out at the California Department of Education and CTSA as recommended by CDE</p> <p>a. Leadership team attended the Roll-out #3 in September</p> <p>b. Select team members attended CSTA in October</p>	<p>\$15,000 training</p> <p>\$15,000 subs for teachers</p>	<p>Educator Effect. Grant</p> <p>Educator Effect. Grant</p>
	<p>2. All elementary teachers will continue to receive training from instructional coaches and leadership members with at least three cycles of training</p> <p>3. Develop and provide all elementary and secondary science teachers with training on the new standards</p> <p>4. Complete transition to integrated model at middle school</p> <p>a. Further articulate curriculum mapping for projects to align to integrated model</p> <p>b. Increase consistency between middle schools in the implementation of standards through training and cross-district collaboration during Leadership meetings</p> <p>5. Provide select elementary teachers with access to Stemscoptes to evaluate the tool for further implementation</p> <p>6. Identify and articulate major decision points for Science Standards implementation and transition at high school</p> <p>a. Course Pathways, intersection with Academies &amp; CTE Pathways</p> <p>b. Instructional Materials Budgets for Inquiry and personalized learning</p>	<p>\$9,000 stipends for science team teachers</p> <p>\$9,800 Stemscoptes</p>	<p>Educator Effect. Grant</p> <p>General Funds</p>

**9) Human Resource Department Goal**

By August 19, 2017, Human Resources Department will increase the retention rate for the district from 90% (387) to 95% (400); increase the number of certificated staff from diverse (non-white) backgrounds from 11.2% (50) to 15% (67), and ensure that all hard to fill positions (math, science, foreign language and special education) are fully staffed at each school by opening day.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
NUSD will implement the TELL survey to determine areas of strength and areas for improvement, particularly in how we are supporting our teachers; we will also conduct exit surveys	<ol style="list-style-type: none"> <li>1. Provide all certificated employees with access to the survey and staff meeting time to complete</li> <li>2. Analyze data to provide better work conditions to staff</li> <li>3. Conduct exit surveys with teachers separating from the District</li> </ol>	\$27,500	Not Board approved - possibly fund balance
NUSD will project vacancies early and offer teaching jobs in March. Vacancies posted will be appropriate for new teachers and will not require multiple credential if possible	<ol style="list-style-type: none"> <li>1. Utilize intent to return surveys to identify vacancies</li> <li>2. Analyze historical trend data to project future vacancies in March rather than waiting for vacancies in May</li> </ol>	No Cost	N/A
NUSD will develop strong connections with Schools of Ed, including Sonoma State, Dominican, and SF State	<ol style="list-style-type: none"> <li>1. Continue to build connections with local universities to increase numbers of student and intern teachers</li> </ol>	No Cost	N/A

**District Community Involvement and Engagement Goal Area:** Each school site will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success

**10) Student Voice**

- a) District will promote student voice by holding monthly meetings with student advisory committees to generate ideas, suggestions, and input from students.
- b) District will track the number of students participating in extracurricular/enrichment activities to identify a baseline.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Partnership with Youth Leadership Institute (YLI)	Novato Youth Advocacy Council- provide training to student leaders on public speaking, advocacy, etc.	N/A	Healthy Novato
Student District Leadership Team (SDLT) - Student Voice on their	Identify a diverse group of students grades 8-12 to create a Student District Leadership Team	\$2,000	LCAP

**District Plan for Student Achievement 2016-2017**

Graduate Profile	(SDLT) Students will engage in similar activities as DLT		
Consider implementation of Student Voice Survey (Quaglia Institute) and look at 8 areas of aspirations	Pilot student voice survey	\$5,000	LCAP

**11) Community Liaisons**

- a) Community Liaisons will increase the number of families they assist by 10%
- b) District will increase participation in current parent outreach programs (i.e. PIQE, etc.) and/or identify additional programs to increase two-way communication between school and family.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Community Liaison Outreach, Communication & Collaboration	With a shared vision and mission, liaisons will meet collaboratively 4 times throughout the school year to ensure alignment and coherence at each site.	\$341,294	LCFF Supp
Newcomer Counselor	Under the supervision of the EL Coordinator, has a deep level of knowledge relative to all services and structures in place to support newcomer students, and performs those duties and responsibilities, which provide guidance to newcomer students, staff, parents, and administration.	\$65,000	MCF MCHH LCFF Supp

**12) Bond Project Goal**

In the event the Novato Community approves the District’s Bond measure, by April 1 , 2017, a Bond Project List with estimated timelines and costs will be developed in conjunction with community input and approved by the Board of Trustees, with the first phase of implementation beginning in the summer of 2017.

<b>Strategies and Action Steps:</b> <i>What are your top 2-3 trim tabs to accomplish this goal?</i>			
<i>Strategy</i>	<i>Action Steps</i>	<i>Cost</i>	<i>Funding Source</i>
Accountability and Communication	Create Bond Oversight Committee as required by Prop 39 and Board Policy	N/A	N/A

## District Plan for Student Achievement 2016-2017

Staffing	Identify and hire for internal staffing needs to manage Bond Program	TBD	Measure G Bond Funds
Develop Bond Strategy	<ol style="list-style-type: none"> <li>1. Expand Facility Committee to ensure representation from community, sites, administration, and Board</li> <li>2. Determine projects eligible for joint funding opportunities, State funding, and other funding to leverage Bond Proceeds</li> <li>3. Develop Process for Prioritization of Bond Projects</li> <li>4. Develop Financing Plan</li> </ol>	N/A	Measure G Bond Funds

### District Level Professional Learning to Support Goals, Strategies, and Action Steps

The following tables are provided to help you organize your professional learning plans, please add rows, delete cells, and format as best suits your site's needs.

<u><a href="#">Staff Development Days &amp; Minimum Days</a></u> (Link to <u><a href="#">Professional Learning Calendar</a></u> )		
Date	Topic	Goal 1, 2, 3 or 4
August 3-5	PBL training (101, 201, Instructional Coaching or Leadership Academy)	Goal 3 (#7)
August 15 Staff Development Day	All teachers to participate in Project Slice with the Buck Institute to create common understanding of Project Based Learning	Goal 3 (#7)
August 23	1 to 1 Technology Pilot for Teachers	Goal 3
September 22 District Minimum Day	PBL Focus, Rubric Development and Equity	Goal 3 (#7)
October 31 Site Minimum Day	PBL Focus, Collaboration Rubric	Goal 2, 3
November 10 Staff Development Day	PBL/Equity/ Rubric & Performance Task (morning) Site Time (afternoon)	Goal 3
February 9 Staff Development Day	Site Time (morning) PBL/Equity/Rubric & Performance Task (morning)	Goal 1, 2, 3
March 27 Site Minimum Day	MARS task Scorer Training (Math only)	Goal 2,3
May 26 Staff Development Day	PBL Exhibition (Morning) Site Time (Afternoon)	Goal 1, 2, 3, 4