

FALLBROOK UNION HIGH SCHOOL DISTRICT
2010-2011 DISTRICT GOALS
With Implementation Activities by Department

- I. The Fallbrook Union High School District will support a rigorous academic program with an emphasis on closing the achievement gap for all students. A rigorous academic program is defined as incorporating the following:
- Standards-aligned learning
 - Thinking skills emphasis on analysis, synthesis, and evaluation
 - Relevant 21st Century learning applications
 - High expectations for all students

Indicators

- For subgroups that did not meet the proficiency target the prior year, the percent of students scoring at the proficient level on the 10th grade administration of the CAHSEE will increase by at least fifteen (15) percentage points.
- For subgroups that did meet the proficiency target the prior year, the percent of students scoring at the proficient level on the 10th grade administration of the CAHSEE will increase by at least five (5) percentage points.
- The percent of students scoring at the proficient and above levels on the English Language Arts and Mathematics CSTs (California Standards Test) will increase by at least ten (10) percentage points for English Language Learner and Special Education subgroups and at least five (5) percentage points for all other subgroups.
- Each school will present evidence of progress in students being required to utilize 21st Century thinking skills that emphasize analysis, synthesis, and evaluation.
- The intervention/safety net for 9th grade students will be more effective as demonstrated by evidence of the reduction in the number of at-risk students (students with multiple Fs) by fifty percent (50%) within three (3) years.

Superintendent

- A. All Leadership Team members will participate in monthly leadership development and support activities.
- B. All site administrators will participate in monthly coaching and mentoring activities designed to facilitate increased instructional leadership.
- C. Board agendas will reflect an ongoing analysis and discussion about strategies to improve student achievement.

Educational Services

- A. Educational Services will assist sites with the process of selecting and purchasing supplementary instructional materials to assist those students who have low academic skills in mathematics and language arts or those students working on English language acquisition.
- B. Educational Services will work with staff in the four core content areas: math, science, social studies, and language arts including ELD to revise goals and objectives to ensure alignment with state standards and to incorporate 21st century skills.
- C. Educational Services will assist in the development and implementation of a template for use in project-based learning activities that incorporate 21st century skills.

Fallbrook High School

- A. Maintain up to date goals and objectives for all courses, submitting changes to the board for approval.
- B. Review and implement pacing guides in core departments with timelines for content and benchmark assessments.
- C. Design and review benchmarks in all core subject areas.
- D. Provide access and support for all students to a college prep curriculum.
- E. Continue support classes for Below Basic students in math and English with strategic algebra and strategic English.
- F. Continue support classes for Far Below Basic students in math and English with strategic math and Read 180.
- G. Maintain mandatory ASSETs for all appropriate Far Below Basic and Below Basic students and EL students who need additional support.
- H. Maintain sections of freshman support classes and implement sophomore support classes for students with grade level skills who are performing below academic expectations during the school day.
- I. Utilization of the technology coach to assist with implementation of relevant 21st Century Learning applications.
- J. Continue to clarify, review and consistently apply a pyramid of response with three tiers to address school-wide, targeted, and intensive interventions.

Ivy High School

- A. Review, update and implement pacing guides that outline essential standards for each course and take into account the standards and skills covered by the CST's and CAHSEE.
- B. Regularly review and update benchmarks in all core subject areas, and collaborate with peers using the benchmark results to make data driven instructional decision.
- C. Collaborate with the FHS staff by department in the development and review of benchmarks, pacing guides and best instructional practices.
- D. Continue to implement additional interventions for FBB and BB students in Math and English, including tutoring and support classes, Study Island CAHSEE review and after school opportunities for academic support.
- E. Continue intensive tutoring for 12th graders who have not passed CAHSEE.
- F. Expand the ASSETs program to provide additional academic support to students who are below grade level.
- G. Provide additional credit recovery opportunities for students through Apex Learning on-line course provider.

Oasis High School

- A. Revise Oasis Courses/Syllabi/Contracts to reflect 21st Century learning applications, higher order thinking skills (analysis, synthesis, evaluation), and purposeful incorporation of relevant project based learning applications.
- B. Require students who have CST scores below the Proficient level to attend supplemental tutoring programs, extended year program, Learning Center, and/or subject specific support classes.
- C. Review the appropriateness of placement in independent study of students who score "Far Below Basic" or "Below Basic" on CSTs.
- D. Students who have not passed the CAHSEE in the 10th grade to will be required to participate in individual and/or small group tutoring and/or CAHSEE support classes.
- E. Continue to implement CAHSEE intervention programs for student success.
- F. Oasis staff members will develop a systematic plan to assist failing students.

- G. Develop a spread sheet representing all students, their test scores, grades, and other pertinent information for being “at-risk.”
 - H. Utilize AVID-like organizational strategies with students, such as note-taking, outlining, test-taking, vocabulary development, essay writing, and time-management strategies.
 - I. Require students who are credit deficient, who haven’t passed the CAHSEE, or have CST scores below the Proficient level to attend supplemental on-line or seat-time tutoring programs, extended year program, Learning Center, and/or CAHSEE remediation classes.
- II. The Fallbrook Union High School District will continue implementation of a districtwide Educational Plan that results in students participating in an on-going educational program that prepares them for success in the 21st century.

Indicators

- Twice annually, the Board of Trustees will review implementation progress associated with the Board-approved directions for 21st Century learning.

Superintendent

- A. Revised and new curriculum will be developed within the context of 21st Century learning criteria.
- B. All school libraries will implement an electronic card catalog system commencing with the start of the 2010-2011 school year.
- C. Formal professional development activities will be implemented for both certificated and classified employees.
- D. 21st Century learning will be broader than expanding use of technology. It will include critical and creative thinking, life and career skills, and learning and innovation skills.

Educational Services

- A. Educational Services staff will participate in the development of an implementation plan for the district-wide Educational Plan to prepare students for success in the 21st century.
- B. Educational Services staff will continue attending training, as well as reviewing information and research related to 21st century skills and implementation of a 21st century curriculum in schools. Information will be disseminated through Education Council or other appropriated avenues.

Fallbrook High School

- A. Dedicate specific common planning times to utilize the technology coach for the implementation of 21st Century Learning Strategies and to do curriculum planning to integrate project-based learning and collaborative grouping in all subject areas.
- B. Create infrastructure to maintain current technology and address future needs in the area of teaching and learning.
- C. Continue to research and identify resources to improve technology use in the classroom and increase the use of 21st Century critical thinking skills.

Ivy High School

- A. Dedicate specific common planning times for discussion and research of the implementation of 21st Century Learning Strategies.
- B. Purchase technology that supports the vision of the district and makes technology available to students and staff to improve academic outcomes.
- C. Use available technology to analyze student data and guide instruction.
- D. Provide additional credit recovery opportunities for students through the on-line program Apex.
- E. Collaborate with staff to incorporate student-centered technologies into classrooms and lessons on a regular basis that will facilitate skill building for students as they prepare to enter college and the work force.
- F. Work with the district Technology Professional Development Coach to provide instructional support.

Oasis High School

- A. Participate in the process to implement 21st century learning strategies and technologies throughout the District.
 - 1. Participate in available training, discussions, and meetings on 21st century learning strategies and technologies and support the implementation of strategies throughout the District.
 - 2. Increase the number of books to include high-interest books/ebooks at student reading level.

- III. The Fallbrook Union High School District will utilize frequent and ongoing use of assessment data, including analysis of student work leading to data based decision making for teachers and administrators.

Indicators

- Twice a year, each school will report on the implementation of strategies and processes aligned with this goal.

Educational Services

- A. Educational Services will facilitate training for teachers and administrators on the use of data to make informed decisions regarding the instructional program.
- B. Educational Services will assist site administration with the development of a plan for monitoring the implementation of strategies aligned with this goal.
- C. Educational Services will work with site administrators to create a calendar for ongoing teacher analysis of student assessment data and student work.

Fallbrook High School

- A. Administration will work with the San Diego County Office of Education to identify specific areas of data to determine critical areas of need.
- B. Continue working with the San Diego County Office of Education in science and social science on benchmark assessments and data driven instruction
- C. Monitor the use of Teachers on Special Assignment to support departmental work.
- D. Dedicate specific common planning times for discussion around assessments and data driven instruction
- E. In order to calibrate expectations for common grading, increase the frequency of departmental review of student work

Ivy High School

- A. Ivy teachers may participate in the FHS ongoing trainings with County Office of Education on
 1. Advanced SDAIE methodologies and,
 2. Benchmark assessments and data driven instruction in the areas of English, Math, science and social science.
- B. Through common planning times, collaboratively with the Ivy staff and FHS staff, evaluate and adjust as necessary the essential standards taught in each course, using a variety of data from standardized tests and local benchmarks.

- C. Through common planning times, collaboratively with the Ivy staff and FHS staff, evaluate the efficacy of instruction using benchmarks and standardized data.
- D. Ivy staff will utilize the OARS program as its repository for curriculum and testing data.

Oasis High School

- A. Oasis staff will identify essential grade level/grade specific standards, implement benchmark exams and pacing guides in all core academic courses and regularly review the data generated for improved teaching practices. Benchmarks will be given at intervals determined collaboratively by the Oasis staff.
 - 1. Oasis staff will participate in the weekly Fallbrook High School Professional Learning Communities/weekly collaborative meetings.
 - 2. Standards will be posted in each classroom.
 - 3. CU/CSU “a-g” college required courses will be implemented.
 - a. Course contract/syllabi/examinations will be written to support the new classes and submitted to the UC system for approval.
 - b. Current course contracts/syllabi/examinations will be revised as needed.
 - 4. Oasis staff will utilize the OARS program as its repository for curriculum and testing data.
- IV. The Fallbrook Union High School District will facilitate training and opportunities for ongoing, job-embedded, professional development that supports effective teaching and learning for classroom teachers, paraprofessionals, and administrators.

Indicators

- District will ensure that all teachers who do not meet NCLB Highly Qualified requirements are actively participating in a program designed to help them meet these requirements.
- Professional development activities will include an emphasis on effectively supporting the learning of English language learner and special needs students.
- Professional development training associated with teaching skills for the 21st Century will be implemented.

Superintendent

- A. District will ensure that all teachers who do not meet NCLB Highly Qualified requirements are actively participating in a program designed to help them meet these requirements.
- B. Professional development activities will include an emphasis on effectively supporting the learning of English language learner and special needs students.

- C. Professional development training associated with teaching skills for the 21st Century will be implemented.

Educational Services/ELL

- A. Educational Services will work with site administration to complete a professional development needs assessment survey and subsequently develop a 2010-2011 professional development plan.
- B. Educational Services will work to secure the services of the San Diego County Office of Education and/or other individuals to provide the professional development outlined in the 2010-2011 professional development plan.
- C. Educational Services, working in conjunction with Human Resources, will coordinate professional development for staff that needs to meet the highly qualified requirements associated with NCLB and/or for those needing EL certification.
- D. Educational Services will secure the services of an EL consultant to provide coaching during the 2010-2011 school year.

Fallbrook High School

- A. Administration will work with the San Diego County Office of Education to identify specific areas of data to determine critical areas of need.
- B. Reinstate laboratory (guided peer observations) and strategy sessions (small group, teacher-led sharing of best practices)
- C. Conduct AVID strategy trainings, such as Cornell notes, for appropriate staff members
- D. Continue with department specific professional development during common planning times, staff meetings and on and off site trainings
- E. Continue school-wide professional development for Advanced SDAIE and other ELD strategies

Ivy High School

- A. Work with SDCOE representatives in all core areas, as a part of the FUHSD staff development.
- B. Continue with site and department specific professional development and facilitate individual staff member's participation with FUHSD staff/departments.

- C. Collaborate with the District Technology Coach to identify resources to improve technology use in the classroom.
- D. Continue to work with Apex Learning staff on the use of Apex courseware in the classroom.

Oasis High School

- A. Oasis staff members will participate in staff development during the 2010/11 school year that center around the following: Independent Study Schools, AVID Strategies, APEX, OARS, Utilizing Webcams, Incorporating Blogs, Wikis, etc., Implementation of Aeries Parent Portal and ABI, and Implementation and maintaining websites.
- V. The Fallbrook Union High School District will implement technology strategies and resources and support achievement of the District's mission and goals.

Indicators

- The district's technology plan will be revised in order to increase alignment of support to the district's mission and goals, the Educational Plan, and management of staff and student data by September 2010.
- Parent and student access to academic and attendance information via technology will be expanded.
- The district will identify existing and potential funding sources to support implementation of the technology plan.

Superintendent

- A. The district will maximize parent and student access to and utilization of Aeries Browser Interface (ABI).
- B. All teachers will encouraged to use Aeries Gradebook for maintaining records of student achievement.
- C. An electronic curriculum resource guide will be developed for and used by all departments/schools.
- D. Using available resources, additional technology will be acquired.

Information Technology

- A. Work with stakeholders to craft a local Technology Master plan in alignment with 21st Century goals by December 2010.
- B. Information Systems department will make parent and student registration opportunities available during:

1. Registration Week (August 16-20, 2010)
2. Back to School Night (September 2010)
3. As needed throughout 2010-11 school year. (Ongoing 2010-11)

C. By October 2010, the Information Systems department will review available remaining funding through Microsoft Settlement Vouchers and advise on most appropriate use of those funds in support of 21st Century Learning goals.

Oasis High School

A. Oasis staff members will participate in staff development during the 2010/11 school year that center around the following: Independent Study Schools, AVID Strategies, APEX, OARS, Utilizing Webcams, Incorporating Blogs, Wikis, etc., Implementation of Aeries Parent Portal and ABI, and Implementation and maintaining websites.

VI. The Fallbrook Union High School District facilities will provide a safe, clean, healthy, and accessible learning environment.

Indicators

- Using existing funding sources, the district's facilities improvement plan will be implemented.
- The district will demonstrate progress in implementing more energy-efficient facilities.

Business Services

Food Services:

- A. Strive to exceed USDA nutritional guidelines by continuing to increase the amounts of fresh fruit, vegetables and whole grains on our menus.
- B. Increase participation with Fallbrook Organic Gardens to procure the amount of organic vegetables grown on the Ivy Campus to be served by in the cafeteria by 3%.

Maintenance, Operations, Transportation:

- A. Complete press box renovation.
- B. Complete thermostat installation in numerous areas.
- C. Complete landscaping near 70 building, between weight room and administration, raised planter beds at main entrance and quad area.

- D. Campus wide roof repair project according to plan based upon previous years repair calls.
- E. Install central HVAC in administration building.
- F. Create and implement preventive maintenance schedule for HVAC, electric and plumbing systems.
- G. Complete FUHSD facility master plan.

Oasis High School

- A. Oasis High School will maintain a safe, clean, healthy, accessible, and student friendly learning environment.

- VII. The Fallbrook Union High School District will continue to seek opportunities for cost savings and economic efficiencies while providing a fiscally sound budget plan that both supports the district educational mission and provides for a stable reserve balance.

Indicators

- Within the imposed revenue restrictions, the district will provide a comprehensive educational program and will strive to retain positive certification for periodic financial reports.

Business Services

Finance Department:

- A. Provide all site personnel the leadership and guidance for accurate and timely reporting of student attendance.
- B. Implement and follow through with the reduction of employee excess vacation liability.
- C. Support all supervisory staff with the training, understanding and follow-through ensuring compliance with district associations/union contracts.
- D. Develop a position control plan that assists the sites with staffing allocations and ties employment of personnel to the adopted/revised district budget.

Food Services:

- A. Strive to remain a financially self-sufficient department.

- B. Continue to expand program sales to students through an additional serving point.
- C. Streamline cart menus to a “grab and go” style that will increase total daily reimbursable breakfast and lunch sales by 4%.
- D. Continue to participate in the North County Consortium bidding process to increase purchasing power on paper, snack, beverage and dairy contracts. Collective purchasing with other districts will decrease annual expenditures for these areas by approximately 20%.

VIII. The Fallbrook Union High School District will continue the process of recruitment, selection, and hiring that provides for an effective, qualified work force that will implement and support 21st Century teaching and learning.

Indicators

- The District will employ teachers who meet California credential, NCLB Highly Qualified, and ELL authorization requirements.

Superintendent

- A. The District will successfully participate in an internal credentialing audit in September 2010 and implement necessary actions to address discrepancies in teacher assignments.
- B. By June 15, 2011, in collaboration with site and district administrators and supervisors, all staff needed for the 2010-2011 school year will be hired and the appropriate paperwork provided to Business Services.

IX. The Fallbrook Union High School District will cultivate and coordinate dialogue among members of the learning community for the purpose of maintaining an environment of open communication, trust, mutual respect, and integrity.

Indicators

- Twice yearly, there will be a joint meeting of teacher representatives, classified representatives, site administration, district administration, and classified supervisors for the purpose of reviewing District goals and progress, evaluating the effectiveness of educational programs and services, discussing areas of achievement and concern, and reporting to the Board of Trustees at the end of each semester.

Superintendent

- A. Joint meetings will be held in January and May with reports to the Board of Trustees in February and June 2011.

- B. The Superintendent will maintain an “open door” policy.
- C. The Superintendent will demonstrate high visibility through classroom visits, attendance at school events, and participation in community activities.
- D. The Superintendent will publish a monthly newspaper column in the *Village News*.
- E. Customer service will be emphasized throughout the district.