

Escondido Union School District
Board Focus Goals - Draft 3
2011-2013

- I. Ensure multiple high quality teaching and learning opportunities for every student.
- II. Provide systemic student supports to promote high student expectations and achievement for all students.
- III. Through formal discussions with district stakeholders, explore how EUSD can raise employee support and accountability for increased student achievement.
- IV. Infuse innovation into teaching and learning. Emphasis will be on 21st century learning environments to include technology and project-based learning, resulting in greater student engagement.
- V. Ensure all students have equal access to a personalized, balanced, and challenging curriculum to meet individual students' academic, creative, social and physical needs.
- VI. Strengthen the district's fiscal resiliency to withstand current economic limitations.

Escondido Union School District
Board Focus Goals with Key Action Steps
2011-2013

1. Ensure multiple high quality teaching and learning opportunities for all students.
 - a. Provide more teacher support to achieve high student expectations via research-based instructional elements.
 - b. Provide job-embedded professional development that supports teachers' infusion of research-based 21st century strategies.
 - c. Provide a systemic assessment tool for monitoring student learning and growth (NWEA MAP).
 - d. Teachers' planning and student support will center around grade-level/department action plans. Greater team accountability will allow for greater pacing flexibility via student data.
 - e. *Grade-level and/or department action plans will record the collective agreements between grade level and content area teachers specific to: pacing, targeted "power standards," learning targets, and common instructional strategies. The plans will identify formative assessments used to collectively analyze the achievement levels of all students. These plans will be developed every 6-8 weeks.*

2. Provide systemic student supports that promote high student expectations and achievement for all students.
 - a. To fully implement an integrated student support program, which includes schoolwide structures, district policies, and staff practices that reinforce positive student behaviors, using a variety of school and community based resources.
 - b. Provide quality curriculum and systemic interventions to support and increase all at-risk students' achievement levels. Academic Smart Goals:
 - i. *Powerful teaching and learning will occur at high levels such that all schools' similar school rankings will improve by 2 deciles, with Program Improvement schools and any schools with a similar ranking below "5" achieving similar school ranking of "5" by the end of the 2012-13 school year.*
 - ii. *Ninety-five percent of proficient and advanced students will maintain or improve their achievement levels of the CST English language arts and math tests.*
 - iii. *The percentage of students in each student group that are performing*

below the proficient level on the CST will decrease by at least 10 percent in both English language arts and math.

- iv. Seventy-five percent of all English learners will move one or more levels on the CELDT every year.*
 - c. Create a district emphasis on students regulating their own learning through individual goal setting processes. This will include the teaching of goal setting, supporting students' attainment of goals, and monitoring this attainment through student-teacher-parent initiated measureable goals.
 - d. Specific English learner student supports will be provided to elementary-level students (Side by Side) and middle school level students (Power Reading) so that they may access and succeed with grade level curricula.
3. Explore through formal discussions with representative district stakeholders how EUSD can raise employee support and accountability for increased student achievement.
- a. A district council of leaders, outside of the collective bargaining process, will convene and discuss important issues including employee evaluation processes and tools, EUSD employee professional development, and creating a focused system of schools.
 - b. Human Resources will provide administrators, teachers, and classified staff with additional employee communication support tools from Human Resources (employee support/improvement plans, customer service training, courageous feedback conversations, and evaluations).
4. Infuse innovation into teaching and learning. Emphasis will be on the development of 21st century learning environments that include technology, project-based learning, and inter-disciplinary studies, resulting in greater student engagement.
- a. Professional development will continue for additional Project LIVE, iRead, and project-based learning teacher cohorts.
 - b. A variety of voluntary technology professional development will be available for school sites and individual employees in order to afford students equitable access to technology-enriched learning.
 - c. Technology and Media Services will continue to support web-based repositories for teacher, administrator and student technology learning resources.

5. Ensure all students have equal access to a personalized, balanced, and challenging curriculum designed to meet individual student needs, including academic, physical, creative, and social needs.
 - a. Site administrators will utilize a variety of communication structures to co-plan, support implementation, and monitor teacher team efforts to differentiate programs and curricula. These structures include: site leadership teams, professional learning communities, collegial conversations, student data analysis, CSAT teams, and offering a wide variety of site student supports.
 - b. Instrumental music experiences for students will continue as a district value.
 - c. On-line student learning options will be explored to accelerate and personalize student learning.

6. Strengthen the **district's fiscal resiliency to withstand current economic limitations**.
 - a. Define essential components necessary for successful delivery of the instructional and operational programs and abandon practices deemed not feasible at this time. Equitable distribution of resources will be a priority.
 - b. Continue to explore financial and operational efficiencies.
 - c. Continue to explore revenue generating strategies.
 - d. Explore future e-mail and student information systems to improve efficiencies related to communication and the collection and sharing of accurate data.

Escondido Union School District
Detailed Board Focus Goals (with Measurable Outcomes)
2011-2013

1. Ensure multiple high quality teaching and learning opportunities for all students.
 - a. Provide more teacher support to achieve high student expectations via research-based instructional elements.
Classroom observations, monitoring of curricula and learning principles use (gathered monthly observational data submitted by principal to Educational Services), NWEA data, evidence of collegial conversations.
 - b. Provide job-embedded professional development that supports teachers' infusion of research-based 21st century strategies.
Site staff development agendas, sign-ins, post-staff development teacher team products, ERO attendance, grade-level/department action plans, and alternative teacher evaluations.
 - c. Provide a systemic assessment tool for monitoring student learning and growth (NWEA MAP).
Evidence of NWEA principal and teacher professional development, teacher action plans including class goals and individual student goals, school sites implementing response to intervention models.
 - d. Teachers' planning and student support will center around grade-level/department action plans. Greater team accountability will allow for greater pacing flexibility via student data.
Action plans for all core content teachers by grade level/department teams, monitoring evidence from principal, evidence of plan and coaching support from site EL coach, teacher team monitoring after each NWEA assessment period.
 - e. *Grade-level and/or department action plans will record the collective agreements between grade level and content area teachers specific to: pacing, targeted "power standards," learning targets, and common instructional strategies. The plans will identify formative assessments used to collectively analyze the achievement levels of all students. These plans will be developed every 6-8 weeks.*
Same as (d.) with plans for differentiation, at all 3 RtI levels.

2. Provide systemic student supports that promote high student expectations and achievement for all students.

- a. To fully implement an integrated student support program, which includes schoolwide structures, district policies, and staff practices that reinforce positive student behaviors, using a variety of school and community based resources.

Evidence of active school CSAT processes, monitoring of student attendance, student discipline data, student behavior plans, 504 Accommodation plans, student safety plans, CARE Youth Project data, California Healthy Kids Surveys.

- b. Provide quality curriculum and systemic interventions to support and increase all at-risk students' achievement levels. Academic Smart Goals:

i. Powerful teaching and learning will occur at high levels such that all schools' similar school rankings will improve by 2 deciles, with Program Improvement schools and any schools with a similar ranking below "5" achieving similar school ranking of "5" by the end of the 2012-13 school year.

CDE similar schools ranking report

ii. Ninety-five percent of proficient and advanced students will maintain or improve their achievement levels of the CST English language arts and math tests.

CDE CST student data reports

iii. The percentage of students in each student group that are performing below the proficient level on the CST will decrease by at least 10 percent in both English language arts and math.

CDE CST student data reports

iv. Seventy-five percent of all English learners will move one or more levels on the CELDT every year.

CDE CELDT student data reports

- c. Create a district emphasis on students regulating their own learning through individual goal setting processes. This will include the teaching of goal setting, supporting students' attainment of goals, and monitoring this attainment through student-teacher-parent initiated measureable goals.

Evidence of class goals and student goals in all three tested NWEA areas for each testing period, acknowledgement of student NWEA growth, action plans to address successes and weaknesses.

- d. Specific English learner student supports will be provided to elementary-level students (Side by Side) and middle school level students (Power Reading) so that they may access and succeed with grade level curricula. Collected administrator, coach, and teacher team data that demonstrate the implementation of EL strategies presented and supported by district professional development.
3. Explore through formal discussions with representative district stakeholders how EUSD can raise employee support and accountability for increased student achievement.
 - a. A district council of leaders, outside of the collective bargaining process, will convene and discuss important issues including employee evaluation processes and tools, EUSD employee professional development, and creating a focused system of schools. District council meeting agendas and minutes show evidence of professional development, accountability, and evaluation exploration/discussion. Stakeholder surveys and appropriate communication.
 - b. Human Resources will provide administrators, teachers, and classified staff with additional employee communication support tools from Human Resources (employee support/improvement plans, customer service training, courageous feedback conversations, and evaluations). Professional development agendas, principal evidence of increased data-driven feedback to all employees, and particularly for any employees less than “satisfactory.” Increase in principal communication and support for identified at-risk employees from Human Resources and Educational Services administrators.
 4. Infuse innovation into teaching and learning. Emphasis will be on the development of 21st century learning environments that include technology, project-based learning, and inter-disciplinary studies, resulting in greater student engagement.
 - a. Professional development will continue for additional Project LIVE, iRead, and project-based learning teacher cohorts. Evidence of annual professional development teacher cohorts, training agendas, teacher products, student products, teacher and student reflections, alternative teacher evaluations.
 - b. A variety of voluntary technology professional development will be

available for school sites and individual employees in order to afford students equitable access to technology-enriched learning.

Surveys of site technology needs, TRT professional development, Voluntary TMS professional development, site-based technology professional development.

- c. Technology and Media Services will continue to support web-based repositories for teacher, administrator and student technology learning resources.

Posted web-based information: professional development, teacher lessons, students projects, content application resources, Technology Digerati, teacher evaluation data.

- 5. Ensure all students have equal access to a personalized, balanced, and challenging curriculum designed to meet individual student needs, including academic, physical, creative, and social needs.

- a. Site administrators will utilize a variety of communication structures to co-plan, support implementation, and monitor teacher team efforts to differentiate programs and curricula. These structures include: site leadership teams, professional learning communities, collegial conversations, student data analysis, CSAT teams, and offering a wide variety of site student supports.

School site evidence of site leadership team meetings, monthly staff meetings, monthly grade level/department data-action plan meetings, CSAT meeting minutes, special education meeting minutes, principal classroom observation data and teacher feedback.

- b. Instrumental music experiences for students will continue as a district value.

Evidence of elementary and middle school instrumental music programs and performances.

- c. On-line student learning options will be explored to accelerate and personalize student learning.

On-line learning evaluation data from Educational Services.

- 6. **Strengthen the district's fiscal resiliency to withstand current economic limitations.**

- a. Define essential components necessary for successful delivery of the instructional and operational programs, and abandon practices deemed

not feasible at this time. Equitable distribution of resources will be a priority.

Evidence of departmental and school site analysis of practices/programs for value and abandonment consideration-meeting agendas and minutes.

- b. Continue to explore financial and operational efficiencies.
Budget Communication Committee agendas, minutes. Formation of district Green Committee to specifically look at energy generation alternatives.
- c. Continue to explore revenue generating strategies.
Same as (b.)
- d. Explore future e-mail and student information systems to improve efficiencies related to communication and the collection and sharing of accurate data.
Sub-committee led by Business Services with e-mail decision scheduled to be made by February 2012, with implementation in June 2012.