



UNIFIED SCHOOL DISTRICT

Tradition With The Future In Mind

2015 Strategic Plan

Hughson Unified School District Board of Trustees

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Adopted: 10/13/2015

Hughson Unified School District

Strategic Plan

Vision Statement: High expectations maximizing individual achievement for all.

Mission Statement: Hughson Schools are committed to providing rigorous standards based programs in a safe and supportive environment. All students will be prepared to be productive and socially responsible community members.

PRIORITY GOALS

- **Curriculum and Instruction:** Design, implement, evaluate, and improve instructional programs to ensure every student meets or exceeds district standards.
- **Educational Options:** Design, implement, evaluate, and improve quality educational options for students, parents and the community.
- **Facilities:** Provide a model environment that is safe, efficient, clean, comfortable, and attractive that promotes learning and fosters student, staff, and community pride.
- **Parent and Community Involvement:** Design, implement, evaluate, and improve partnerships and stakeholder input opportunities that support the goals and objectives of the District.
- **Personnel:** Recruit, select, educate, evaluate, retain and support the highest quality staff.
- **Strategic and Financial Planning:** Design, implement, evaluate, and improve a process to ensure that human and financial resources are allocated in alignment with the strategic plan. To support the LCAP goals and long range District priorities.
- **Student Support Services:** Design, expand, implement, evaluate, and improve programs and services to support success for all students.
- **Technology:** Design, implement, evaluate and improve the expertise and use of technology by staff and students. Be prepared for Smarter Balance Assessments (SBAC).
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Strategic Goal: Curriculum and Instruction

Research, design, implement, evaluate, improve, and expand instructional programs to ensure every student meets or exceeds district standards.

1. OBJECTIVE: Instructional Practices
Develop, implement, evaluate, and improve the research based instructional practices.

Evaluation Criteria for 2015/2016

- 1.1 Curriculum and instructional recommendations provided to the Board will include researched based rationale to support the proposals presented to the Board and support Common Core Standards.

Strategies to achieve this goal:

HHS

- Faculty will continue the process of reviewing, revising, and modifying curriculum maps to ensure the smooth transition to common core state standard as appropriate in all subject areas.
- Math department will continue transition efforts from a traditional scope and sequence to an integrated scope and sequence of course offerings.
- English department will review, revise, and modify curriculum maps for all courses taught to complete transition to common core state standards.

RMS

- Faculty will continue to participate in Late Start Wednesdays with specifically targeted meeting objectives isolating effective teaching strategies that have resulted in high student success. Meetings will be broken out from week to week from a grade level, department level, or administrative focus.
- Professional development opportunities via the Stanislaus County Office of Education and other credible presenters and sources will be utilized for all faculty in the respective subject area.
- Math, English, Science, History, and those teachers with dedicated chromebook carts, will have access to planning days, where faculty are able to plan effectively for the upcoming semester and school year at large.
- Technology trainings will be ongoing throughout the school year by our contracted Educational Technology representative from SCOE. This individual will serve as an instructional coach to teachers within the classroom setting.

FES

- The faculty will continue the process of reviewing, revising and improving upon curriculum maps to ensure that all state standards are being met in both math, ELA and as any state standards in other subject areas are introduced.
- The faculty will also continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices.

HES

- Administration will continue to provide opportunities for professional development with the goal of improving lesson planning and delivery.
- Administration will utilize our HUSD's Late Start Program to provide and facilitate collaboration and professional development sessions that focus on research based instructional strategies.
- Administration will strive to be the Educational Leaders on campus by evaluating the teaching staff and providing proper support and feedback focused towards improving academic instruction.

2. OBJECTIVE: Reading/Language Arts Program
Design, develop, implement, evaluate, and improve the standards based Reading/Language Arts Program.

Evaluation Criteria for 2015/2016

- 2.1 Board Report on Reading/Language Arts assessment outcomes as follows:
2.1.1 Using the 2015 SBAC Baseline Scores, Levels 3 & 4 in ELA for 3rd - 8th and 11th grade levels, increase by 5% each year.

Strategies to achieve this goal:

HHS

- English department will review, revise, and modify curriculum maps for all courses taught to complete transition to common core state standards.
- Utilize data from baseline SBAC scores to modify course content and provide further focus on areas deemed in need of improvements.

RMS

- To achieve this goal, teachers will continue the use of expository reading and writing curriculum obtained through trainings the last two years and modify it accordingly based upon SBAC testing results.
- All faculty will employ close reading strategies throughout their units of study.
- All faculty will provide different writing projects focused on various genres of writing.
- All faculty will examine test results and isolate areas of strength and areas for further growth and modify/design lessons that better address those areas for students.
- All faculty will increase chromebook usage to enhance students keyboarding skills as well as increase understanding of available tools embedded within the technology accessible through such devices.

FES

- The faculty will continue the process of reviewing, revising and improving upon curriculum maps to ensure that all state standards are being met in ELA.
- The faculty will utilize the data from the baseline SBAC scores to revise curriculum and instruction until all students reach an overall achievement level of 3 or 4 in ELA.
- The faculty will also continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices in ELA.

HES

- Administration will continue to provide opportunities for professional development with the goal of improving lesson planning and delivery.
- Administration will utilize our HUSD's Late Start Program to provide and facilitate collaboration and professional development sessions that focus on research based instructional strategies.
- HES will utilize data from baseline SBAC scores to modify course content and provide further focus on areas deemed in need of improvements.
- HES will continue to receive rigorous researched based instructional coaching help from our English Language Arts Instructional Coach (Dr. Duong) from SJCOE.
- HES will work with our instructional coach to integrate and implement the new CCSS English Language Development Standards within the current ELA CCSS.

Curriculum and Instruction, *continued*

3. OBJECTIVE: Math Program
Design, develop, implement, evaluate, and improve the standards based Math Program.

Evaluation Criteria for 2015/2016

- 3.1 Using the 2015 SBAC Baseline Scores, Levels 3 & 4 in Math for 3rd - 8th and 11th grade levels, increase by 5% each year.

Strategies to achieve this goal:

HHS

- Math department will continue transition efforts from a traditional scope and sequence to an integrated scope and sequence of course offerings.
- Utilize data from baseline SBAC scores to modify course content and provide further focus on areas deemed in need of improvements.

RMS

- To achieve this goal, mathematics teachers will continue the use of the piloted mathematics curriculum and modify it accordingly based upon SBAC testing results.
- All faculty will examine test results and isolate areas of strength and areas for further growth and modify/design lessons that better address those areas for students.
- All faculty will increase chromebook usage to enhance students keyboarding skills as well as increase understanding of available tools embedded within the technology accessible through such devices.

- Mathematics teachers will participate in professional development opportunities via the Stanislaus County Office of Education and other credible presenters.
- Mathematics teachers will continue to employ the use of chromebooks as part of their lessons and the software programs that provide students with exposure to grade aligned content as well as practice with the various tools embedded within the chromebook device.

FES

- The faculty will continue the process of reviewing, revising and improving upon curriculum maps to ensure that all state standards are being met in math.
- The faculty will utilize the data from the baseline SBAC scores to revise curriculum and instruction until all students reach an overall achievement level of 3 or 4 in math.
- The faculty will also continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices in math.

HES

- Administration will utilize our HUSD's Late Start Program to provide and facilitate collaboration and professional development sessions that focus on research based instructional strategies.
- HES will utilize data from baseline SBAC scores to modify course content and provide further focus on areas deemed in need of improvements.
- HES will work with our instructional coach to integrate and implement the new CCSS English Language Development Standards within the current Math CCSS.
- Administration will continue to provide opportunities to teachers for professional development and training with the new Engage New York (ENY) CCSS Math curriculum.

4. **OBJECTIVE: Science Program**
Design, develop, implement, evaluate, and improve the standards based Science Program.

Evaluation Criteria for 2015/2016

- 4.1 Increase by 5% over prior year percentage, the percent of 5th graders scoring Proficient and Advanced on the Science CST.
- 4.2 Increase by 5% over prior year percentage, the percent of 8th graders scoring Proficient and Advanced on the Science CST.
- 4.3 Increase by 5% over prior year percentage, the percent of students scoring Proficient and Advanced on the Biology CST.
- 4.4 In 2015-16 create an implementation plan to implement the Next Generation Science Standards in the 2017-18 school year.
- 4.5 Continue and expand Environmental Science curriculum.

*Targets will be reassessed annually.

Strategies to achieve this goal:

HHS

- Utilize historical and current data from baseline CST science scores to modify course content and provide further focus on areas deemed in need of improvements.
- Begin departmental meetings to review, revise, and modify curriculum maps to infuse Next Generation Science Standards throughout departmental offerings.
- Continue investigations into programs that permit students to become stewards of the environment.

RMS

- Science teachers will participate in professional development opportunities delivered through SCOE as it relates to the Next Generation Science Standards (NGSS).
- Through dedicated planning days and Late Start Wednesdays, the Science department will collaborate to transition towards an integrated approach to the delivery of science content to students over the course of their three years of study.
- Science teachers will design lessons that align with NGSS and the state standards that relate to literacy, which all teachers are expected to integrate within their lessons.

FES

- The faculty will continue the process of reviewing, revising and improving upon curriculum maps to ensure that all state standards are being met in Science.
- The faculty will utilize the data from CST scores to revise curriculum until students are proficient in science.
- The faculty will also continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices in science.

HES

- HES will work with our instructional coach to integrate and implement the new CCSS English Language Development Standards within the current CA Science Standards.
- Administration will support HES staff members in making the transition from current CA Science standards in to the Next Generation Science Standards.
- HES teachers will work to integrate Science into other subject matters in a cross-curricular fashion to ensure its relevance, increase student engagement and further promote math and ELA by demonstrating its inter-subject connectivity.

5. **OBJECTIVE: Social Science Program**
Design, develop, implement, evaluate, and improve the standards based Social Science Program.

Evaluation Criteria for 2015/2016

- 15.1 Create local benchmarks for the Social Sciences that incorporate the new standards.
- 15.2 Create projects that are cross-curricular for students to complete.
(Example: Math, ELA, Social Science)

Strategies to achieve this goal:

HHS

- Utilize departmental release time to review, revise, and modify current curriculum maps and benchmarks to include common core state standards as appropriate.
- Utilize late start day opportunities for departments to meet and discuss potential cross curricular projects.

RMS

- History teachers will align existing subject matter with the state standards that relate to literacy, which all teachers are expected to integrate within their lessons.
- History teachers will incorporate chromebook usage in lessons whenever applicable.

FES

- The faculty will continue the process of reviewing, revising and improving upon curriculum maps to ensure that all state standards are being met in Social Studies.
- The faculty will also continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices in Social Studies.

HES

- HES teachers will work to integrate Social Science into other subject matters in a cross-curricular fashion to ensure its relevance, increase student engagement and further promote math and ELA by demonstrating its inter-subject connectivity.
- HES will work with our instructional coach to integrate and implement the new CCSS English Language Development Standards within the current CA Science Standards.

6. **OBJECTIVE: Modern Language**
Design, develop, implement, evaluate, improve, and expand the standards based Modern Language opportunities for all 9th - 12th grade students.

Evaluation Criteria for 2015/2016

- 6.1 9-12 Modern Language curriculum will be 100% aligned with content standards.
- 6.2 Offer AP Spanish.
- 6.3 Encourage participation in Multilingual Seal of Proficiency.

Strategies to achieve this goal:

HHS

- Review, revise, and modify curriculum maps as needed to ensure alignment with state/national standards.
- Continue efforts to increase student enrollment in AP Spanish class.
- Continue efforts to increase student participation in the Multilingual Seal of Proficiency program.

RMS – n/a

FES – n/a

HES – n/a

7. **OBJECTIVE: Physical Education Program**
Design, develop, implement, evaluate, and improve the standards based Physical Education Program.

Evaluation Criteria for 2015/2016

- 7.1 Improve the performance level of students on the National Physical Fitness Assessment Program by 5%.
- 7.2 All P.E. classes will follow the California P.E. Standards.
- 7.3 P.E. Programs will strive to improve instruction/training of students in areas such as:
 - weightlifting
 - strong body image
 - life skill physical fitness
 - healthy living/fitness
- 7.4 Develop a Scope and Sequence of K-12 PE experience.

Strategies to achieve this goal:

HHS

- Develop and implement a tracking system whereby 9th grade physical education students complete the physical fitness tests multiple times during the school year to show growth over time.
- Complete student satisfaction survey utilizing chromebooks.

- Departmental release time provided to review, revise, and modify curriculum maps for physical education courses.

RMS

- Physical Education teachers will design lessons throughout the academic year that align to the California Physical Fitness Testing.
- Physical Education teachers will design lessons that enhance students' fitness levels and recognize students not only for overall performance, but also where improvement has been made over time.

FES

- The faculty will continue the process of reviewing, revising and improving upon the P.E. curriculum to ensure that all state standards are being met.
- The faculty will utilize the data from the National Physical Fitness Assessment Program.

HES

- HES will continue to have a free-standing PE class for grades 1-3 that will be teacher led and supported by instructional para-professionals.
- The HES Physical Education program far exceeds the CA state guidelines (200 minutes every 10 school days) by having a 25 minute per day program that totals 250 minutes every other week.
- HES will place emphasis upon the physical activities for students that may be conducive to health and vigor of body and mind.

Strategic Goal: Personnel

Recruit, select, educate, evaluate, retain and support the highest quality staff.

1. OBJECTIVE:

Recruit, select, retain, develop, and evaluate to provide a high quality staff in the classroom and in co/extra-curricular activities.

Evaluation Criteria for 2015/2016

- 1.1 Each staff member will receive a meaningful evaluation which reflects suggested areas for continued professional growth and improvement per collective bargaining agreement.
- 1.2 Review and revise the present staff observation and evaluation process and forms; provide a report on any changes or improvements that may come out of this research, for Board approval, on or before June 2015.
- 1.3 Fill all known vacancies for the upcoming school year by the end of April. We will recruit and hire the most qualified staff through a comprehensive search process and fair hiring practices.
- 1.4 HUSD will continue to provide high quality and on-going Professional Development for our staff in all areas.

Strategies to achieve this goal:

We need to develop and define a plan that describes the various proactive methods that we will use to seek the best and brightest!! This applies to both curricular and co-curricular personnel.

- Participate in SCOE job fair.
- Pay for new teacher induction.
- New teacher support meetings at the district office.
- Advertise positions through Edjoin and local newspapers as needed.
- Ensure all coaches have appropriate training.
- Support all district staff in their job training and development.

2. OBJECTIVE: Competitive Salaries and Benefits

Provide a total compensation package for all employees by ensuring that each employee unit is compensated at a competitive level with districts with similar demographics.

Evaluation Criteria for 2015/2016

- 2.1 Unless State budget issues result in fiscal jeopardy to the District, the formula, as previously developed by the HUSD and HEA jointly, certificated salaries will be implemented with HUSD salary and benefits at no less than the 6th position in Stanislaus County.

Strategic Goal: Student Support Services

Design, implement, evaluate, and improve programs and services to support success for all students.

1. OBJECTIVE: Unique Educational Needs
Design, develop, implement, evaluate, and improve services that recognize and respect the unique educational needs of each student.

Evaluation Criteria for 2015/2016

- 1.0 Board Report on services and programs designed to address the unique educational needs of students, including the following:
 - 1.1 Increase by 5% the percent of RSP students that score Level 3 & 4 on the SBAC Reading.
 - 1.2 Increase by 5% the percent of RSP students that score Level 3 & 4 on the SBAC Math.
 - 1.3 Increase by 5% the percent of English Learner students in grades 3-8 and 11 that score Level 3 & 4 on the ELA SBAC.
 - 1.4 Increase by 5% the percent of English Learner students in grades 3-8 and 11 that score Level 3 & 4 on the Math SBAC.
 - 1.5 English Learner students will exceed the AMAO Objective 1 goal established by the CDE by 5%.
 - 1.6 Increase by 5% the percent of GATE students in grades 4-5 that score Level 3 & 4 on the ELA SBAC.
 - 1.7 Increase by 5% the percent of GATE students in grades 4-5 that score Level 3 & 4 on the Math SBAC.
 - 1.8 Increase the number of students participating in Advanced Placement courses over the previous year rate.
 - 1.9 Increase the number of students in each numerically significant subgroup participating in honors and AP courses over the previous year rate.
 - 1.10 Maintain or increase the number of students taking and passing AP exams.
*Targets will be assessed annually.

- 2.0 Develop, define, and implement processes to facilitate any intervention for students who are struggling and provide effective and timely support.

Strategies to achieve this goal:

HHS

- Provide focused instruction through guided study classes to address individual areas of need.
- Continue efforts to increase student proficiency measured by AMAO Objective 1.
- Continue to promote enrollment in AP courses to all eligible students during yearly registration process.
- Provide articles in PAWS for parents to realize benefits of AP coursework.

RMS

- Special Education teachers and their paraprofessionals will provide “push in” support in mainstream classes in history, science, and physical education (Special Day Class students) as well as mathematics and English language arts (Resource students).
- Special Education teachers and their paraprofessionals will provide individualized, targeted support to students in classes entitled “Strategies,” on the master schedule. Here teachers will provide added instruction to students who may have struggled to fully understand the content in the mainstream classes.
- The English Language Development (ELD) teacher and paraprofessional will provide intensive language instruction in one of two levels of intervention contingent upon student language levels. The ELD paraprofessional will provide support in mainstream classes in history, science, and mathematics, and then the teacher and paraprofessional will provide additional support in the ELD classroom setting based upon student need.
- All aforementioned strategies related to ELA are also employed via the SPED and ELD programs at RMS. Lessons may be differentiated to best reach the needs of students.

FES

- The faculty will continue to take advantage of the time committed to Professional Learning Communities (PLCs) to collaborate about the most effective instructional practices to support RSP, EL and GATE students in the mainstream classroom.
- The faculty will begin the process of integrating the new ELD standards into the ELA curriculum and ELA pacing guide to ensure that all state standards are being met in both ELA and ELD.
- Continue efforts to increase student proficiency measured by AMAO Objective 1.

HES

- HES offers a unique learning experience for certain 3rd grade students who may qualify for our Advanced 3rd Grade class. This differentiated class setting supports a unique and diverse 3rd grade population that requires additional stimulation via deeper enrichment through specialized instructional delivery.
- Our Special Education department has various levels of service tailored to the needs of our students that have an Individualized Education Plan (IEP). From SDC and Resource, to Speech and Language class – We employ both the push-in and pull-out models of instructional support.
- HES has a full-time Reading Intervention Instructor (NCLB Credentialed Teacher) that works with students that are reading 1-2 grade levels lower.
- Students who are learning English are provided additional support through our English Language Laboratory (NCLB Credentialed Teacher).
- All HES teachers receive professional development and training in Differentiated Instruction to further support all levels of learners.

2. OBJECTIVE: Valued and Connected

Design, develop, implement, evaluate, and improve opportunities for students, staff, and parents to feel valued and connected to school.

Evaluation Criteria for 2015/2016

- 2.1 The percent of students participating in clubs at the 7-12 level will increase by 3% over previous year.
- 2.2 The percent of students participating in sports at the 7-12 level will increase by 3% over previous year.
- 2.3 Provide elective course offerings that excite and engage students.
- 2.4 Monitor parent/student satisfaction through parent survey.
- 2.5 Develop, define and implement strategies to identify students who are not engaged and strategies to get them involved.
- 2.6 Reinforce school safety plans in the area of bullying.
- 2.7 Continue evaluating procedures to have safe and secure campuses that promote a safe learning environment.

Strategies to achieve this goal:

HHS

- Survey students as to co/extracurricular interests and determine course of action based upon results.
- Survey parents as to satisfaction of available opportunities and solicit suggestions for expansion.
- Conduct survey of student without LOH contracts in place and determine course of action based upon results.
- Utilize faculty Senate and SSC to review, revise and modify school safety plan.

RMS

- Survey students via Google forms as to the co/extracurricular interests and determine the course of action contingent upon those results.
- Survey parents via Google forms as to the satisfaction of current course offerings and solicit interests for expanded coursework.
- Provide constant reminders to all stakeholders, via social media, school website, and through direct contact with students, that access to support from faculty, staff, and school administration is welcomed related to any instances of bullying and that prompt action will be taken to determine the appropriate level of action to be taken to resolve the specific issue(s).
- The Where Everyone Belongs (WEB) program will continue to serve as an induction program to immediately link 100% of all 6th grade students with an 8th grade mentor. The program will continue routine meetings throughout the school year where mentors meet with their targeted students and provide answers, support, and other information that will aid in student success and to help new students feel connected to the campus community.
- Review HUSD Emergency Plan and ensure via monthly safety drills that all faculty and staff follow procedures as directed.

FES

- Fox Road will continue to offer a parent survey to solicit any suggestions or needs of improvement.
- Fox Road will utilize school-wide assemblies and 5th grade Conflict Managers to help prevent bullying.
- Fox Road will collaborate with Ross Middle School with monthly safety drills and the overall safety of their combined campuses.

HES

- Increase opportunities for school planning and input by promoting our HES School Site Council Meetings.
- Utilize SSC to review, revise and modify school projects, Single Plans and Safety Plan.
- Make use of ELAC / DELAC Meetings as a forum to send and receive information to community, parents and students.
- Make better use of our HES school site council to further involve our HES students in our site decision making processes.
- The HES Principal will host Bi-Monthly – “Coffee with the Principal” meeting times off-campus to provide a forum to interact with community members and parents.

3. OBJECTIVE: Engaging Families

Design, develop, evaluate and implement a program designed to engage parents in their student’s school and educational program.

Evaluation Criteria for 2015/2016

- 3.1 Increase parent and family attendance and participation in School Site Council and English Learner Advisory Committees to increase engagement with school decision making and governance, including the LCAP District Advisory Team.
- 3.2 Increase parent and family attendance at PTC meetings.
- 3.3 Increase parent and family participation at open house, back to school night, and parent /teacher conferences.
- 3.4 Increase informational opportunities for all families on standards and curriculum.
- 3.5 Ensure parents/students are comfortable communicating issues to the school.
- 3.6 Incorporate parenting workshops on instruction, parent portal, college and career readiness, and general tips for helping students succeed.

ALL SITES

- Increase number of automated telephone calls for upcoming activities.
- Utilize social media and the school’s website to promote opportunities for parental engagement.
- Make the school’s newsletter available electronically in addition to sending it home in student communication folders.

4. **OBJECTIVE: Decision Making and Behavior**
Design, develop, implement, evaluate, and improve services that promote self-confidence and the skills necessary to be a respectful, self-directed, productive and socially responsible community member.

Evaluation Criteria for 2015/2016

- 4.1 Present a report to the Board, by June of 2016, on the services, activities, projects, and programs provided at each site that promote positive student decision making.
- 4.2 Increase by 1% the district and site actual attendance rate over spring the previous year.
- 4.3 Continue and expand Social Responsibility Programs, including:
 - Life of a Husky
 - In-school confinement/suspensions
 - WEB program
 - Leadership
 - Social media responsibility

Strategies to achieve this goal:

HHS

- Increase number of automated telephone calls for upcoming activities.
- Utilize PAWS newsletter and site web site for increased communication.
- Continue to utilize SB813 counseling sessions and student appointment request forms.

RMS

- Provide updates of school activities via the RMS website, Facebook page, school marquee, automated telephone system, and monthly newsletter accessible in paper and electronic form.
- Fully utilize the HUSD School Attendance Review Team (SART) meeting format to bolster at-risk students' school attendance.
- Continue the Where Everyone Belongs (WEB) program and expand the program by providing updated training to advisor(s), to maintain program effectiveness.

FES

- Increase number of automated telephone calls for upcoming activities.
- Incorporate social media, the site's website and newsletter to increase communication.

HES

- Utilize our HES monthly newsletter for increased communication.
- Revamp our HES website to allow for more real-time and relevant information and updates.
- Continue to employ our HES Text Reminder system to communicate with parents and teaching staff regarding happenings and special events.

- Increase number of automated telephone calls for upcoming activities.
- Create a Digital Office Kiosk system to inform parents of upcoming HES events and to provide the positive promotion of school / classroom activities.

5. **OBJECTIVE: Smooth Transitions**

Design, develop, implement, evaluate, and improve services that ensure smooth transitions between schools and upon high school graduation.

Evaluation Criteria for 2015/2016

- 5.1 90% of 10th graders will meet with guidance counselors to develop four year plans.
- 5.2 95% of 8th graders will participate in junior high to high school transition activities.
- 5.3 Decrease by 2% the number of students who drop out between 9th and 12th grade compared to the previous year rate. *Target to be re-examined annually.
- 5.4 70% of kindergarten students will participate in the Road to Kinder activities.
- 5.5 85% of 3rd graders will participate in Fox Road Elementary transition activities.
- 5.6 85% of 6th graders will participate in WEB (Where Everyone Belongs) activities.
- 5.7 Life of a Husky class will be offered at HHS to further expand the program to all students.

RMS

- 100% of all 6th grade students will be targeted and mentored by the WEB program and its 8th grade WEB leaders through formally scheduled activities throughout the school year.

FES

- Annually, we will invite all 3rd grade students to take a tour of Fox Road and meet the principal.

HES

- We will utilize our Prop 10's, "Road to Kinder" program to Inform, Orient and Acclimate our in-coming Kindergartener's and their parents to our HES campus.
- HES will coordinate with Fox Road Elementary School the Fourth Grade Orientation day to better assist / aide our 3rd grade students making the transition to the new school campus.

6. **OBJECTIVE:**
Expand and enhance services to address students who are struggling academically or socially/emotionally.

Evaluation Criteria for 2015/16

- 6.1 Administrators and counselors will closely monitor students to determine who needs academic support and/or behavior intervention.
- 6.2 Bullying shall be addressed at all sites and not tolerated.
- 6.3 Students will be trained and encouraged to use Social Media in a positive way. Cyber-bullying and pitfalls of Social Media shall be addressed through lessons, assemblies, and discipline.

Strategies to achieve this goal:

HHS

- Continue to track counseling sessions in Aeries.
- Expand influence of Life of a Husky throughout district and to feeder schools.

RMS

- 100% of all 6th grade students will be targeted and mentored by the WEB program and its 8th grade WEB leaders through formally scheduled activities throughout the school year.

FES

- Track students that are in After School Tutoring, Read Naturally, and counseling in Aeries.

HES

- HES teachers will monitor and evaluate students and their academic levels to better plan and differentiate for the individual needs of each student.
- HES will offer an after school tutorial program that is CCSS based and taught by our own HES teaching staff.
- HES has a full-time Reading Intervention Instructor (NCLB Credentialed Teacher) that works with students that are reading 1-2 grade levels lower.
- Students who are learning English will be provided additional support through our English Language Laboratory (NCLB Credentialed Teacher).
- All HES teachers receive professional development and training in Differentiated Instruction to further support all levels of learners.
- Counseling services are available on campus for students who are in need of additional emotional and or behavioral support.

7. OBJECTIVE: Physical and Emotional Health
Design, develop, implement, evaluate, and improve services that promote physical and emotional health.

Evaluation Criteria for 2015/2016

- 7.1 Increase the number of students participating in the Child Nutrition Program by .05% more than the rate of growth in the CBEDs population data.
- 7.2 80% of students identified as having health problems through mandatory screenings and assessments (i.e. vision, dental, hearing, nutritional, or other medical conditions) will receive necessary medical or health services as a result of their follow-up.
- 7.3 Ensure the services of at least one FTE school nurse through SCOE.
- 7.4 Establish a staff wellness program to support health and vitality of our staff and provide a model of healthy living for our students.

Strategic Goal: Facilities

Provide a model environment that is safe, clean, and attractive that promotes learning and fosters student, staff, and community pride.

1. OBJECTIVE: Safe, Clean and Attractive Classrooms, Facilities and Grounds
To foster community pride and improve staff and student performance by providing safe, clean, and attractive classrooms, facilities and grounds.

Evaluation Criteria for 2015/2016

- 1.1 On a Likert Scale survey, with a minimum of 70% return, rate staff pride and satisfaction with an average of 3 or higher.
- 1.2 Establish minimum annual preventive and deferred maintenance fund budget level of 3%.
- 1.3 Establish a maintenance improvement and equipment replacement plan.

2. OBJECTIVE: New and Modernized Facilities
Design, develop, and implement a plan to maximize state and local resources to provide new and modernized facilities, accommodate growth, and improve the appearance and conditions of present facilities.

Evaluation Criteria for 2015/2016

- 2.1 Review the five year Facility Master Improvement Plan that will be annually approved by the Board at its February Board Meeting.
- 2.2 Develop, define and implement a process to identify, prioritize and address site improvement priorities on scheduled basis.
- 2.3 Energy project to update lighting, HVAC and solar.

Strategic Goal: Technology

Design, implement, evaluate and improve the expertise and use of technology by staff and students.

1. OBJECTIVE: Improve Technology
Design, develop, implement, evaluate, and improve technology hardware, software, and infrastructure to meet administrative and instructional requirements.

Evaluation Criteria for 2015/2016

- 1.1 Evaluate and revise the District's Technology Plan and present, for Board approval, the Revised District Technology Plan, on or before November of 2015.
- 1.2 On a Likert Scale survey, with a minimum of 70% return, staff will rate their satisfaction with the information technology service, with an average rating of 3.0 or higher.
- 1.3 Board report on the investigation, assessment, selection, and implementation of new technology tools to enhance teaching and learning.
- 1.4 District will ensure that sites have adequate bandwidth and hardware to complete SBAC.
- 1.5 Establish a technology replacement plan that ensures access to contemporary technology tools and advancements.
- 1.6 Provide Professional Development to staff to improve their technology skill and use.
- 1.7 Hire a qualified Technology Development Educator that will assist teachers with planning and instruction of lessons incorporating technology.
- 1.8 Offer opportunities for students to take approved on-line courses.

Strategic Goal: Educational Options

Design, implement, evaluate, and improve quality educational options for students, parents and the community.

1. OBJECTIVE: Optional Educational Services
Design, develop, implement, evaluate, and improve optional educational services for students, parents, and the community through on-line opportunities, Preschool, and After School Programs.

Evaluation Criteria for 2015/2016

- 1.1 Increase by 5% the number of Billy Joe Dickens and 10th grade Community Day students who pass both portions of the CAHSEE.
- 1.3 Continue Credit Recovery programs at Ross, HHS, Community Day and BJD.
- 1.4 Provide all students the opportunity to access district approved online course work for college and/or high school graduation credit.

Strategic Goal: Parent and Community Involvement

Design, implement, evaluate, and improve partnerships that support the goals and objectives of the District.

1. OBJECTIVE: Outreach and Partnerships
Design, develop, implement, improve, and evaluate parent and community outreach partnerships that provide direct and indirect support to students, staff, and community.

Evaluation Criteria for 2015/2016

- 1.1 Board report on community partnerships where the district and outside entities work collaboratively on projects of mutual interest/benefit.
- 1.2 Improve community communication and confidence through:
 - School promotional flyers
 - District updates
 - Increasing parent involvement in existing partnerships
- 1.3 Develop and implement strategies that support and enhance the development of a client centered, welcoming and inclusive culture within the district.

Strategic Goal: Financial Planning

Design, implement, evaluate, and improve a process to ensure that human and financial resources are allocated in alignment with the strategic plan.

1. OBJECTIVE: Fiscal Integrity and Accountability
Design, develop, implement, and evaluate the financial resource allocation system to ensure fiscal accountability, support, and execution of the strategic plan.

Evaluation Criteria for 2015/2016

- 1.1 Maintain unrestricted general fund reserve in Year Three of Multi Year Projection (MYP) at greater than 12%.
- 1.2 The Board will annually set aside a Special Board Meeting, in February of each year, for the Board to receive and accept/reject the Annual Report of the Strategic Plan.
- 1.3 The Superintendent will ensure that any revision of the District's Strategic Plan take place not later than February of each year.
- 1.4 Maintain 3% Unrestricted General Fund contribution to routine Maintenance and Repair and Deferred Maintenance Funds.
- 1.5 Align fiscal plan with long-term MOT and technology site improvement needs schedule.