

WHITTIER UNION HIGH SCHOOL DISTRICT

Annual Goals and Measurable Objectives

GOAL #1a: ORGANIZATION – Vision and Purpose, Governance, and Resources

Goal Statement: Ensure that the District’s mission, vision, beliefs, goals & objectives and measurable targets are reviewed annually and serve to guide the operation of the District to meet the needs of students.

Objectives:

- Develop a schoolwide action plan based on the District’s mission, vision, beliefs, goals, objectives and measurable targets in consideration of student needs, current educational research, and the belief that all students can achieve at high academic levels.
- Annually review and revise Expected Schoolwide Learning Results (ESLRs) in accordance with current educational research and in consultation with the school community.
- The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results.
- The Governing Board monitors student performance results and approves the Single Schoolwide Action Plans and their relationship to the Local Educational Agency (LEA) Plan.

Measurable Targets:

- Annual Report submitted by October 1
 - School Plans submitted by October 15
 - LEA Plan updated by November 1
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Goal #1b: ORGANIZATION – Leadership and Staff

Goal Statement: Ensure that schools are staffed with an increasing percentage of “Highly Qualified” teachers and administrators who make enlightened educational decisions based on data and effectively implement, support and assess activities that focus on all students achieving high standards.

Objectives:

- A highly-qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.
- Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Measurable Target:

- Percentage of Highly Qualified Teachers
- Site Professional Development Plan submitted by November 1
- District Professional Staff Development Plan completed by November 1

Goal #2: STANDARDS-BASED STUDENT LEARNING – CURRICULUM

Goal Statement: Ensure that all students participate in a rigorous, relevant and coordinated curriculum that supports the achievement of the State Content Standards.

Objectives:

- All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and prepares students for their future.
- All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.
- Upon completion of the high school program, students have met all the requirements of graduation.

Measurable Target:

- Percentage of Students completing CSU/UC a-g Requirements
- Percentage of Students On Target for Graduation

Goal #3: STANDARDS-BASED STUDENT LEARNING – INSTRUCTION

Goal Statement: Ensure that all students are experiencing high-quality instruction that engages their interest while providing a rigorous, relevant and coordinated curriculum that supports the achievement of the State Content Standards.

Objectives:

- Ensure that all students are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the California Standards Tests and the California High School Exit Exam.
- All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engage students, emphasize higher order thinking skills, and help them succeed at high academic levels.

Measurable Target:

- API Growth Target for both Schoolwide and Subgroup Targets
- ELA and Math CAHSEE Pass Rates

Goal #4: STANDARDS-BASED STUDENT LEARNING – ASSESSMENT AND ACCOUNTABILITY

Goal Statement: Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of best practices so that students learn challenging content and student performance is increased.

Objectives:

- The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data.
- Teachers employ the use of interim and quarterly common assessments and a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.
- Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards.
- The assessment of student achievement in relation to the academic standards drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Measurable Targets:

- AYP Targets: Testing Percentage and Meeting Annual Measurable Objectives (AMOs)
- Common Assessments are given in all Core Areas

Goal #5: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Goal Statement: Provide a comprehensive system of support services to facilitate student success both academically and personally.

Objectives:

- The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
- The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement.
- Maintain a culture characterized by trust, professionalism, high expectations for all students.
- All students receive appropriate support along with an individualized learning plan to help ensure academic success.
- Students have access to a system of personal support services, activities and opportunities at the school and within the community.

Measurable Targets:

- Percentage of Students or Staff who Respond to Survey
- Percentage of Student Attendance
- Percentage of Junior and Senior Students at risk of not graduating due to lack of credits or not passing the CAHSEE received individual counseling and developed a remediation plan