

## Cabinet Board Focus Goal Ideas-Draft 5/20/11

### **I. Ensure innovative 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.

*EUSD's grade-level action plans will be used to record the collective agreements made by grade level and content area teams specific to pacing, targeted "power standards," learning targets, and common instructional strategies and will identify the formative assessments that will be used to collectively analyze the achievement levels of all students. These plans will be developed every eight weeks.*

### **II. 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
  - 1. *Powerful teaching and learning will occur at high levels such that all schools' similar school rankings will improve by two deciles, with Program Improvement schools achieving similar school ranking of "5" by the end of the 2012-13 school year.*
  - 2. *Ninety-five percent of proficient and advanced students will maintain or improve their achievement levels of the CST English language arts and math tests.*
  - 3. *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 ELA and Math.*
  - 4. *Seventy-five percent of all English Learners will move one or more levels on the CELDT every year.*
- C. Provide 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 measurable goals.

### **III. 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

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support/improvement plans, customer service training, courageous feedback conversations, evaluations).

### **IV. 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.