

**ENGLEWOOD SCHOOLS**  
**Englewood, Colorado**

**Goals**  
**For**  
**Englewood Schools**  
**2007-2008**

Goal #1: Commitment to Student Achievement – Focus-Focus-Focus

The Board of Education of Englewood Schools is committed to the achievement of all students. The Board also recognizes that it is essential for the District to develop a sense of urgency and high expectations for every student if we are to accomplish the task of educating all.

With that in mind, there are three areas of focus in this first goal. The goal was derived from the strategic plan and the 2007 CADI audit report. Numerous meetings were held involving all partners within the educational community including parents, students, teachers, community members, Board members and administrators. Timelines and benchmarks are being developed to define the work for this and subsequent years.

A. A District Wide Guaranteed and Viable Curriculum

The definitions of a guaranteed and viable curriculum would include: vertical and horizontal articulation PreK-12, and aligned to Standards Based Education and 21<sup>st</sup> Century Skills. The development of the essential learning targets is the key to systematizing this process.

An outline of the work would include:

- Teachers determining the essential learning targets (ELTs).
- Aligning the ELTs across grade level, subject area, and PreK-12.
- Teachers planning instruction using the ELTs.
- The pacing, curriculum maps, materials and resources are aligned with the ELTs.

- Common assessments are collaboratively created by content/grade level teachers.

Many schools have been involved in the process for one or two years. It is currently the district goal to complete Language Arts and the Specials (art, music, physical education, i.e.) by the end of the 2007-2008 school year. These will serve as the model for the work to be done on the remainder of the curriculum areas.

## B. Effective Models of Instruction

Effective models of instruction are research based and tied to Standards Based Education and 21<sup>st</sup> Century teaching skills.

Words and phrases used to define this section include: designed for the success of all students, will close the achievement gap, are differentiated to student needs, and reflect Best Practices.

An outline of the work would include:

- Instructional models are reviewed by trained facilitators.
- Best practices are matched to ELTs, curriculum maps, and materials and resources.
- After appropriate training, teachers implement the instructional models.
- Principals monitor and provide feedback to individual teachers.
- Formative assessments are developed by teachers to provide information about students' learning.
- ELTs are tracked by teachers.
- Students will track their own progress in completion of the ELTs.
- ELTs will be tracked for all content areas with a complementary grading and reporting system.

Timelines and benchmarks will be developed for 2007-2008 and subsequent years early in the current school year.

## C. Components of Organizational Alignment for Continuous Improvement

This objective addresses the aligning of the organization for student achievement. It means that the district will no longer operate as 9 “silos” as referenced in the CADI report. It means that as an organization we agree on processes and procedures, align the mission and vision to practice, and unify the efforts PreK-12.

An outline of the work would include:

- Teachers meeting in grade-level and department level teams and relying on data analysis, student placement, redirecting instruction and academic intervention to assure that all students are educated.
- Teachers and administrators developing professional growth plans based on their professional needs and all tied to the goals.
- Teachers within grade levels or department teams designing student intervention programs for all students. The model of Response to Intervention is the current model of choice.

These three goals are multi-year. They should drive the work of the district for several years. One of the keys is to keep the focus at all levels of the organization.

### Goal #2: District Focus and Systems Alignment

This goal resembles number III above, but focuses on District Office alignment and its organizational structure to carry out our commitment to student achievement. The accomplishment of this goal at the senior administration level will set the stage for the entire organization at a later date.

As quoted from the CADI report, successful organizations establish structures, policies and procedures for conducting operations that make accomplishing their mission a reality. To obtain long-term results and sustainability, organization leaders apply the principles of systems thinking to their planning processes, communications, and accountability. Systems thinking is about gaining insights into the whole by understanding the

linkages and interactions between the elements that comprise the whole system (Senge, 1990). Systems thinking also builds shared vision. When a group has a shared vision, the group can comprehend and create images of exactly what actions are necessary to achieve organizational objectives.

The Leadership Team is committed to this although they understand the complexity. We believe that it will have significance for the entire organization. The Leadership will be exploring various organizational models and determining best practices that fit our organization.

### Goal #3: Planning for the Efficient Use of Resources

This goal includes short and long range planning for the future of Englewood Schools and addresses the Board concern regarding data driving the present and future decisions on budget and system efficiencies. This includes a full demographic study of the community and school district, continued use of the Financial Advisory Committee to study district efficiency and make recommendations, and the process of being proactive instead of re-active.