

INSTRUCTIONAL GOALS AND OBJECTIVES

EA
(LOCAL)

THEORY OF ACTION PURPOSE

The Board sets forth in this policy the District's theory of action to effectuate the commitments in our governing documents as identified in AE(LOCAL), namely to create a high-performing school district that shall provide an educational system that enables all students to reach their full potential.

The theory of action shall align the strategic planning process with the Board-developed District goals and objectives. It shall also guide the systems upon which the administration shall develop SMART goals and the District Strategic Plan.

GOVERNING DOCUMENTS

The governing documents, as defined in AE(LOCAL), shall serve as the framework and guide for District planning:

1. Core Beliefs and Commitments.
2. Profile of a Graduate.
3. Board-adopted Goals and Objectives.

ENTERPRISE MANAGEMENT SYSTEMS

The Superintendent or designee shall be responsible for aligning District action plans and resources to accomplish the District goals.

The District shall develop a plan to define the strategic direction of the District in support of the Board-developed District goals and objectives. District leadership shall use research and data from a variety of sources to develop SMART goals and then measure and evaluate results. The District shall monitor progress and report status to the Board on a quarterly basis.

The District believes that an unbiased, aligned, written, taught, tested, and relevant curriculum and strong program of leadership development are fundamental to achieving the District's goals. The District is committed to exceeding accountability standards at all levels.

MANAGED CURRICULUM AND LEADERSHIP DEVELOPMENT

The District's theory of action is managed curriculum and includes a comprehensive system to develop leadership throughout the organization. Managed curriculum aligns what is written, taught, and tested, and requires adequate resources, systematic monitoring, and highly qualified teachers. The key attributes of its theory of action are:

1. Common performance standards and student-centered assessments that are applied to all students and all schools;
2. Deep commitment to an equitable learning environment with a proven instructional model and curricular approach;
3. District systems that are aligned with equity and consistency;

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4. District guidance and support of innovative teaching strategies that integrate technology;
5. District capacity to intervene in low-performing schools;
6. Commitment to leadership development in a collaborative culture of learning; and
7. Leadership modeling and leadership opportunities for students and staff.

The Board's expectations include the following:

1. The District's written curriculum shall address every subject and grade level, and shall include content standards along with success criteria that define what every student should learn within a predetermined scope and sequence.
2. The District's curriculum shall be guaranteed, viable, aligned, relevant, and coherent. It shall include detailed and differentiated (Tier 1, Tier 2, Tier 3) instructional guidance, instructional resources, and sample assessment items, all of which shall be made available to teachers through a learning management system for easy and timely access.
3. Strategies and instructional resources shall be integrated into the District's curriculum to support leadership development and the attributes of the District's Profile of a Graduate.
4. Formative assessments shall be administered, and the results shall be disaggregated through the learning management system. Analysis of data shall be used to inform instruction, respond to students' learning needs, and support continuous improvement.
5. All instructional staff shall attend comprehensive professional development focused on curriculum, instruction, assessment, and the use of data to equip teachers to meet the needs of every student.
6. Timely, targeted enrichment and intervention strategies shall be explicitly outlined in the curriculum to ensure that all students have an equitable opportunity to master the content standards.

Managed curriculum shall not translate into managed pedagogy. The Board's intent is for teachers to have the autonomy to determine the pedagogy they will employ to deliver instruction in congruence with the District's curriculum to ensure student mastery. District and campus instructional leaders shall utilize a systematic monitoring system to ensure the implementation and use of the

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District's curriculum. The system shall include required professional development, protocols for the review of assessment data, and a District walk-through system to support and guide professional practices as necessary. The purpose of the monitoring systems shall be to promote continuous improvement in teaching and learning.

DEVELOPMENT OF
CURRICULUM

[See EH(LOCAL) for the Board's expectations related to curriculum development.]