

Vision Statement

Our students...the future.

Purpose

The purpose of this policy is to cite the Board's core beliefs, core commitments, and managed instruction theory of action, which is based on three questions:

1. What knowledge and skills should each student acquire from each unit of instruction?
2. How do we know if each student has mastered the intended outcomes?
3. What will we do to help students who do not master the intended outcomes?

Overview

The Board's core beliefs, core commitments, and theory of action provide direction for all District functions—educational and business. The Board's core beliefs, core commitments, and managed instruction/managed performance combine the efficacy of an instructional management system with the dynamics of a performance culture. Student performance shall not be left to chance, it is managed.

Core Beliefs and Core Commitments

- We believe all students can learn to their fullest potential.
 - Commitment: We commit to the elimination of gaps among and between individual student groups while developing each student's fullest potential.
- We believe high expectations and standards coupled with quality curriculum can result in the elimination of the achievement gap.
 - Commitment: We will support managed instruction including vertical and horizontal alignment and focused professional development.
- We believe outstanding staff when valued and supported can deliver quality instruction.
 - Commitment: While holding staff accountable for quality instruction, we will fully support the staff with focused professional development, take morale assessments, and provide assistance with disciplinary support.
- We believe cooperative partnerships among students, families, community, and educators can ensure student success.
 - Commitment: We will support District staff and services necessary to confirm and strengthen these partnerships for the highest educational outcome of our students.

- We believe a safe, positive, orderly environment for students and staff can contribute to high academic achievement for all students.
 - Commitment: We will provide resources to ensure student and staff quality well-being and quality facilities.

Theory of Action

The District theory of action, the philosophy of teaching and learning in the District, is managed instruction. Managed instruction aligns what is written, taught, and tested in order to provide a world class education for students. Managed instruction forms a cohesive alignment of human, material, and intellectual resources. This alignment shall be facilitated by designated educational leaders in the District.

The core components of a managed instruction system are benchmark targets or content standards aligned to the state curriculum, a scope and sequence, and assessments aligned to the curriculum. [See EH]

Managed instruction shall delineate what knowledge students must acquire from each unit of instruction, provide for an ability to ascertain student mastery of intended outcomes, and detail the organization's response to action when students do not learn needed content at the requisite level of mastery.

The District curriculum addresses every subject for every grade. It includes the content standards (what students should learn) and a scope and sequence by grading period (when students should learn the content standards).

The curriculum is aligned, coherent, and inclusive of detailed individual lesson plans, teaching materials, and sample assessments, all of which are available to teachers for access through a web-based system.

Periodic District assessments are conducted, and the results are disaggregated through the web-based, data management system by subject, grade level, classroom, teacher, student group, and individual student. In addition, data shall be analyzed for each campus and the District.

All instructional staff shall participate in a comprehensive professional development system based on curriculum, instruction, assessment, and use of data to equip teachers to meet the needs of each student.

Timely and effective interventions ensure all students have access to the curriculum and equitable opportunity for mastery.

**Managed
Performance**

Managed instruction does not necessarily mean managed pedagogy. We recognize that all schools are not the same. However, because of the importance of core subjects and high student mobility, all schools, even high performing schools, must manage instruction within District parameters.

A managed-performance culture requires standards and accountability and builds human capacity throughout the organization to continuously improve teaching and learning, unleash innovations, and facilitate empowerment and ownership.

The Board sets standards through administrative actions appropriate for all important outcomes and processes. Only through exceeding standards set by the state and federal accountability systems shall the District meet its aspiration to become a world class educational system.

District management holds employees accountable for results through systems that:

- Provide professional educators with resources (professional development, instructional support personnel, instructional materials, and District curriculum);
- Identify key performance indicators;
- Develop action plans that address performance gaps;
- Measure performance;
- Report performance through District data systems; and
- Apply pre-determined consequences such as rankings, rewards, recognitions, sanctions, and/or interventions.

**Role of Board and
Administration**

The Board is committed to managed instruction/managed performance as a theory of action for change to provide transparent processes for improving student achievement in the District. Board members shall participate in a proactive plan to inform each stakeholder group of the underlying philosophy for all District initiatives. The theory of action shall be published in appropriate District communiqués as delineated in the Board's communication plan.

Staff members shall also receive training on the policy and communication plan as part of staff orientation to the District instructional model. Language describing and reinforcing the theory of action will be included in publicizing District decisions and new policies.

Board members and administrative staff shall base instructional and performance decisions on the managed instruction theory of

action to align the written, taught, and tested curricula and to implement initiatives to improve results.

The Superintendent monitors the managed instruction/managed performance system. The Superintendent and administrative staff shall provide progress reports to the Board on academic results and performance management data as deemed appropriate by the Superintendent.

**Managed Instruction
with Earned
Empowerment**

A managed instruction with an earned empowerment approach to teaching and learning reflects the full attributes of managed instruction with campus earned flexibility to innovate beyond required District instructional practices. At a time when 90 percent of all students in all student populations are performing at or above the state standard on the state accountability assessment in all academic areas tested, the Superintendent may recognize such success through empowering the campus leadership to implement innovative instructional approaches outside of approved aspects of the District's managed instruction system.