

Board of Trustees Douglas County School District

OBJECTIVES

EDUCATIONAL PHILOSOPHY AND GOAL STATEMENTS

Recognizing that parents have the ultimate responsibility for the training and development of their children, the school district is the best available resource for providing an effective educational program. That educational program provides instruction in all academic areas along with career development and a variety of extracurricular activities that will assist and support parents in providing a balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenges and change but will also bring strength to others in the tasks of home, family life, social relationships, civic duties and service to mankind.

Instructional Goals and Objectives:

Douglas County School District goals are based on the definition of effective schools and on the recognition of the need to maintain effective schools by accomplishing the following:

1. Students are carefully placed in classrooms where they spend the greatest possible time actively engaged in significant learning tasks of appropriate difficulty.
 - A. Staff demonstrates that they believe instructional time is important by planning and delivering instruction which engages all students in appropriate learning activities for the entire instructional day.
 - B. Students value class time as important by attending class, by being on time, and by staying on task during instructional time.
2. Both teachers and students believe and expect that each pupil can and will perform up to high, but personally appropriate, standards of achievement and behavior.
 - A. Staff communicates course standards and expectations to students and their parents.
 - B. Staff expects only the best efforts by students.
 - C. Staff regularly evaluates students and lets them know if standards are being met.

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3. Student progress in achieving the established instructional goals is frequently and systematically monitored. This monitoring will result in appropriately modified teaching and learning tasks.
 - A. Staff makes use of District test results to plan instruction.
 - B. Teachers use evaluation results to keep students and parents informed.
4. The school reflects a climate of being an orderly, purposeful, active, and pleasant place. The school also reflects a cooperative learning environment, which includes an atmosphere of concern and caring for each individual.
 - A. Staff knows what is expected of them in their relationship to the total school community.
 - B. Students know what is expected of them in being a part of the school community.
 - C. Parents are informed of and support statements of student responsibilities and rights.
 - D. Staff makes an effort to work together to maintain a pleasant and productive atmosphere throughout the building.
5. There is assertive, knowledgeable administrative leadership by the school principal and district office administrators, especially in regard to instruction and to creating and maintaining the four goals, which proceed.
 - A. Principals routinely observe classroom instruction and spend time in discussion of instructional activities and results with staff on a regular basis.
 - B. Principals are thoroughly familiar with and support instructional programs -- objectives, materials and activities.
 - C. Faculty meetings regularly focus on instructional goals and instructional management.
 - D. Principals analyze student test data and use this information for instructional and program improvement.

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- E. The District has a commitment to actively seek and provide training for administrators and teachers regarding effective instruction and its implementation.

Performance-Based Achievement Objectives:

The objectives for all instructional programs within the District shall become performance based with specific expected learner outcomes. Students and staff members will be guided by these outcome-based objectives in their day-to-day teaching and learning activities.

At the elementary and middle school levels, the site administrator and staff will annually establish student achievement targets in at least one basic skill area at each grade level. These projected achievement levels will be based on information such as prior test data, staff involvement, student characteristics, etc. Criterion referenced tests, as developed, will become the major assessment tool for determining whether or not projected student achievement objectives have been reached.

At the high school level, student achievement targets in basic skill areas will be established annually by the site administrator in concert with the school staff. Initially, the state proficiency test results will be utilized to establish and evaluate the student achievement targets in mathematics, reading and writing. Additional subject matter areas may be included in the performance-based achievement program at a later time.

All school-level projected achievement plans will be approved by the Superintendent and reviewed by the Board of Trustees.

Date Adopted: 8/12/80
Date Revised: 9/10/85