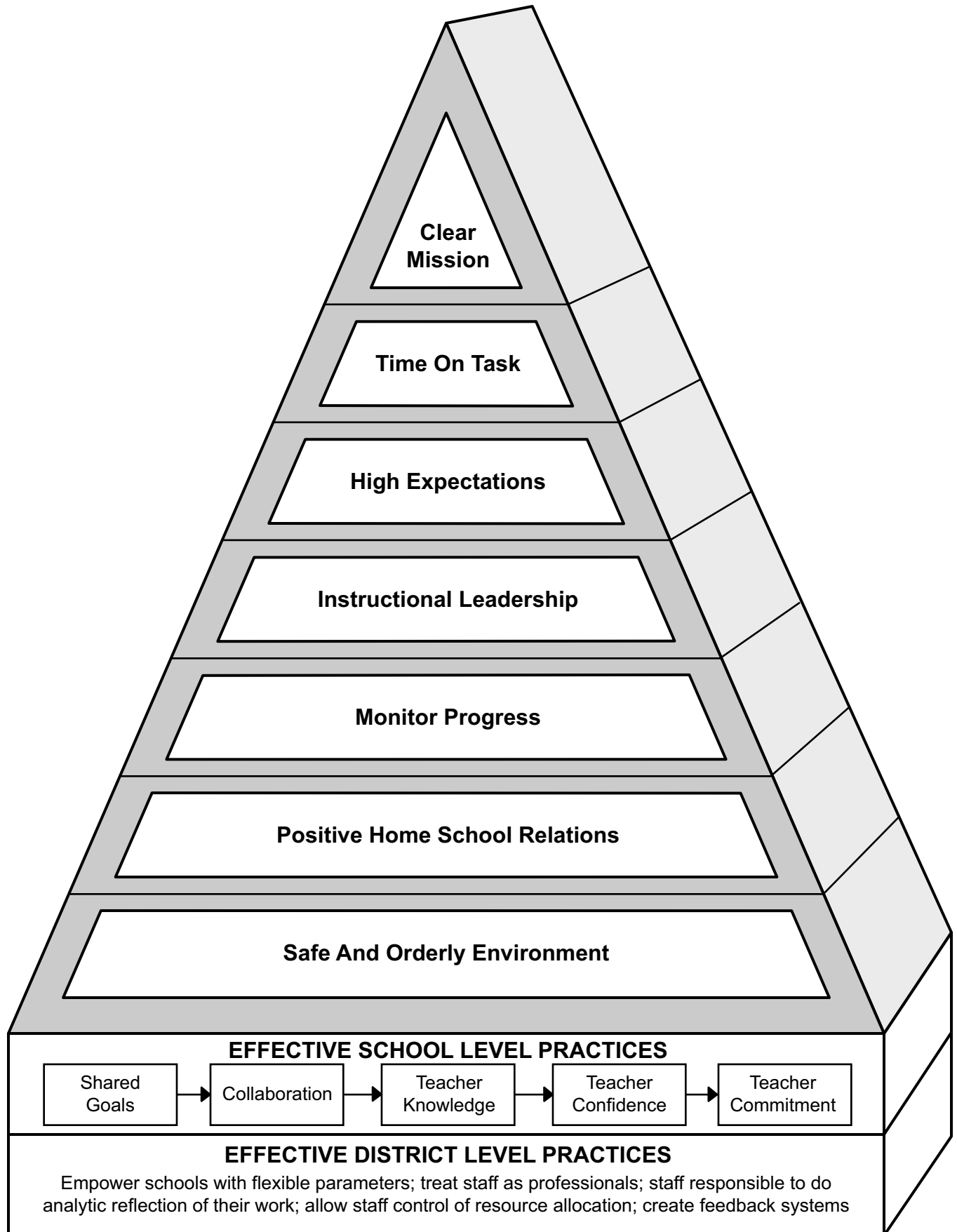


VICTOR ELEMENTARY SCHOOL DISTRICT

HIGH PERFORMANCE MANAGEMENT PLAN



EFFECTIVE SCHOOL PRACTICES

1. **CLEAR AND COMPELLING SCHOOL MISSION:** There is a clearly articulated school mission that the staff shares an understanding of and a commitment to. There are two parts to a school's mission. The first part is the district mission statement defining "what" each school will do. The second part is defined by the school and describes "how" they will achieve the district mission statement. Together they form the school's mission.

2. **TIME ON TASK:** Teachers rank order state standards and spend the majority of classroom time teaching the basic skills at grade level. Students are engaged in on-task learning behavior.

3. **HIGH EXPECTATIONS:** Every staff member honestly believes all students can learn the curriculum (all means all).

a. Each student is expected to know their level of progress in mastering the basic skills and believes they will master it by the end of the school year.

b. Students are confident and diligent in their efforts to improve their performance.

c. Each staff member knows they can teach every student to higher levels of achievement.

4. **INSTRUCTIONAL LEADERSHIP:** Teachers are responsible to improve their instructional expertise. Principals are responsible for their entire staff's instructional improvement.

Collaborative instructional leadership is evident among many people throughout the school.

5. **MONITOR PROGRESS:** The progress of each student is monitored frequently to adjust instruction and insure that each student has mastered reading, writing, and mathematics. Data is used to drive decisions.

a. Assessment is viewed as an instructional strategy by staff.

b. Teacher evaluation is an instrument to improve student achievement.

6. **POSITIVE HOME/SCHOOL RELATIONS:** Parents understand and support the school's mission. Staff and parents work as a team to improve the academic achievement of students. Parents are involved in collaborative decision making at the school.

a. Staff is accessible and responsive to parents. b. Parents know the progress of their child.

c. Parents understand that it is their responsibility to send well-behaved, attentive students to school, ready to learn.

7. **SAFE & ORDERLY ENVIRONMENT:** The school is well-maintained, orderly, purposeful and businesslike, free from threat of physical harm. There is a clear, consistent and agreed upon program of discipline. The climate is not oppressive and is conducive to learning. Staff, students, parents and others feel welcome and apart of the school.

GOVERNANCE MODEL

There are two decision-making levels within the district Governance Model to balance the needs of individual schools with the needs of all schools while preserving the authority of the board to set district policy and direction. The purpose of the model is school effectiveness, and it is measured by student achievement.

DISTRICT PLANNING LEVEL

The planning level is the heart of the district. It reviews and provides input on the goals and objectives the board expects all schools to address. The process also reviews the majority needs of the schools to achieve the mission statement and develops action plans to address site needs. At this level classified, certificated, management and parents from all schools and job classifications meet twice per year to review and or modify the plan. The school board acts on the recommendations by July.

SITE LEVEL

The Governance Model empowers each school to create a plan to achieve the district mission and objectives, to budget the plan, and the authority to implement their plan. The staff may establish other objectives as well as setting standards that are higher than the board's.

General Roles

TEACHER: The role of the teacher is to teach the district curriculum and to assist students in mastering the district learning standards. The bulk of a teacher's time and attention is to be on academic instruction and how it relates to student achievement. To carry out this role each teacher is to be knowledgeable in student assessment, district curriculum, instructional strategies, learning theories and program evaluation.

SCHOOL STAFF: Each school staff is to work together professionally to address the academic learning needs of the students they serve.

PRINCIPAL: The role of the principal is to provide instructional leadership to staff to improve the academic achievement of students. The principal is the orchestrator of school improvement and spends the bulk of time improving student achievement through the professional growth of staff. The principal coordinates resources to assist each teacher to maximize their talent by working together as a team.

DISTRICT OFFICE: The role of the district office is to plan and coordinate resources to assist schools to achieve the Board goals and objectives and to institute practices to keep the district as a whole within prudent financial and legal guidelines. The role of the superintendent is to provide leadership to the district level departments to work together to assist the schools in achieving the district mission as well as to develop a system to prevent schools from becoming selfish and competitive. The standard operating procedure of district office personnel is to find out what schools want to do and to serve as a resource to work with state, county and federal officials to make it happen.