

Lindsay Unified School District

Mission Statement

*~Empowering and
Motivating for Today and
Tomorrow~*

- Adopted by Lindsay Unified School Board: May 21, 2007

Mission: Empowering and Motivating for Today and Tomorrow

Our Core Values:

Guide our behavior; govern how we will work together as we carry out the mission and vision

INTEGRITY – The embodiment of honesty, fairness, trustworthiness, honor, and consistent adherence to high-level moral principles

COMMITMENT - People’s willingness to devote their full energies and talents to the successful completion of undertakings

EXCELLENCE- A desire for, and pursuit of, the highest quality in any undertaking, process, product, or result

RISK-TAKING- Taking initiative, innovating, breaking the mold, and speaking out in sincere attempts to support core values

TEAMWORK-Working collaboratively and cooperatively toward achieving a common recognized end

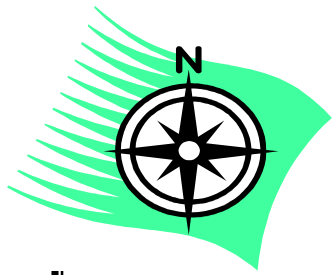
ACCOUNTABILITY- Taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes

IMPROVEMENT- A commitment to continuously enhance the quality of personal and organizational results, performances, and processes

OPENNESS - A willingness & desire to receive, consider, & act ethically on information and possibilities of all kinds

ALIGNMENT - The purposeful, direct matching of decisions, resources, and organizational structures with the organization’s vision

COURAGE- The willingness of individuals & organizations to risk themselves despite the likelihood of negative consequences or fear



LINDSAY UNIFIED SCHOOL DISTRICT'S BELIEFS/GUIDING PRINCIPLES

About STUDENTS & LEARNING

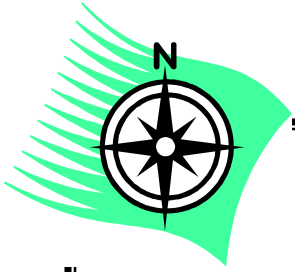
1. All students can learn
2. Students learn in different ways and timeframe
3. Successful learning breeds continued success which influences esteem, attitude and motivation
4. Mistakes are inherent in the learning process
5. Learning and curiosity are basic human drives
6. Student learning requires positive and validating relationships with teachers
7. Student learning is enhanced by meaningful, real-life experiences requiring complex thinking
8. Learning is fun
9. Student learning is fostered by frequent, formative feedback
10. Student learning is future-focused

About TEACHERS & TEACHING

1. Teachers are models of continuous learning and improvement
2. Teachers inspire, motivate & empower learners
3. Teaching is collaborative and involves on-going learning
4. Teachers set the conditions for a safe, welcoming, joyful classroom environment
5. Teachers are knowledgeable and competent in pedagogy and human development
6. Teaching reflects the current research on learning and cognition
7. Teachers relate to & connect with students
8. Teaching and learning are a cause and effect relationship
9. Teachers are the single most important factor in students' learning
10. Teachers are future-focused

About LEARNING COMMUNITIES

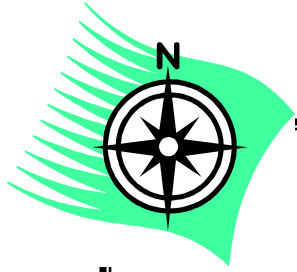
1. All stakeholders in the community are partners in educating Lindsay's students
2. Learning Communities (LCs) align all systems, policies, practices to support the principles that students learn in different ways and in different timeframes
3. LCs have high expectations for all students and staff
4. Learning communities embrace accountability and strive for continuous-improvement
5. LCs encourages and supports risk taking and innovation
6. LCs have a clear, shared purpose and direction
7. All members of the LC are committed to the mission and vision and are empowered to achieve it
8. Communication in LCs is frequent, open, and transparent
9. LCs are inclusive and embrace diversity
9. LCs are future-focused



Our LEARNING Vision

What learning is like for

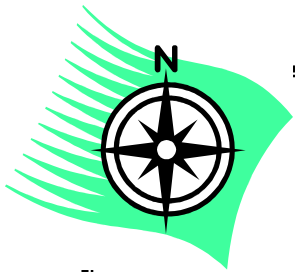
- Every day, Lindsay students come to school and are met at their developmental learning level, they are challenged, they are successful, and they leave school wanting to return tomorrow.
- All Lindsay students are naturally highly motivated to learn because the learning experiences of each student is matched to their developmental learning level, their learning styles and strengths, and their interests.
- Lindsay students believe that today's world requires life-long learners, and teachers design learning activities to ensure that graduates leave the school system as self-directed, future-focused, life-long learners. As our learners advance through our program, they increasingly become accountable for their own learning.
- Our world is becoming increasingly global and diverse and Lindsay learners continuously learn to embrace diversity . . . diversity of cultures, religions, ethnicity, and ways of viewing the world.
- All Lindsay students leave our school system with the opportunity to choose the future they desire . . . graduates are ready for college, for employment, and/or for creatively designing their own future.
- Lindsay has become recognized as the place to visit to watch students and adults study, analyze, and debate cultural, religious, economic, and global issues.



Our CURRICULUM Vision

What we want our learners to learn.

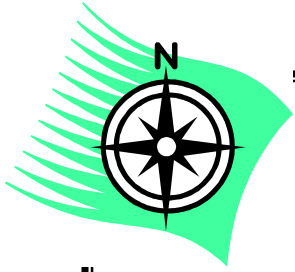
- The Lindsay Strategic Design process identified the life-long learning outcomes for all students. When students graduate from our system, they are able to demonstrate all life-long learning outcomes . . . which means that have been empowered to be successful in the life they will enter.
- The curriculum for each level of learning and each department, is also written in a student learning outcomes format that make it clear what students must be able to do to show mastery.
- At all times, Lindsay learners know how whatever they are being asked/required to learn will impact their success after they leave school. All learning is related to life. Our focus is to have learners see the life-relevance of what they are learning each day.
- The learner outcomes for Lindsay focus on the whole child/learner, they ensure that each child/learner is prepared academically, socially, and emotionally. We are concerned with what our learners know, what they are able to do, and what kind of person they are becoming.
- Although Lindsay does have some basic knowledge that they want all graduates to know, in most cases learner outcomes can be mastered accommodating the learning style and the interests of individual learners.
- Lindsay teachers and leaders are all future-focused trend trackers. Their study of the future allows them to update curriculum content when new and relevant content emerges. The same basic skills are then learned utilizing material that has meaning for everyone.
- Second and third languages are valued and expected of all Lindsay graduates.



Our INSTRUCTION Vision

How we help students to learn.

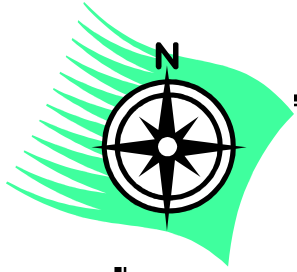
- Lindsay makes maximum use of technology for learning. As learners advance in our system, more and more of our learner outcomes are mastered by individual students using computers to access challenging and exciting on-line learning. It is expected that high school students will learn 50% to 60% of their outcomes with technology, leaving teachers time to teach those most important learning outcomes that require a master teacher working with a group of learners.
- Because all curriculum is online, anyone can learn most anything, from any place, at any time . . . access to learning is 24/7 for Lindsay learners.
- Most learning takes place in a real-life learning context where students are able to learn to deal with real life situations. Learning and demonstrating learning through student projects is the norm.
- Learning opportunities often do not follow a single traditional field of study. Most frequently, learners will be learning math, science, language arts, and social science while analyzing and solving real-life problems in today's world.
- Because Lindsay customizes learning to the individual student, grade levels have been eliminated. The question is no longer "is Betty ready for the fifth grade" but is "what learning outcome is Betty now ready for."



Our ASSESSMENT Vision

How we assess learning and hold learners and the system accountable.

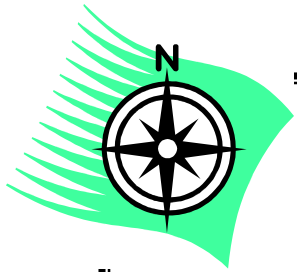
- Student assessment is directly aligned with Lindsay learning outcomes. We identify what we want students to know, be able to do, and to be like, we teach to those learner outcomes, and we assess student progress based upon those learning outcomes. That is, there is direct alignment between learner outcomes, instruction, and student assessment.
- Students are allowed and encouraged to demonstrate their learning in various ways. Written tests are not the dominant manner for assessing student learning. Student performances are very popular and emphasized.
- Meeting individual student learning needs allows Lindsay to have high expectations for student achievement. Our curriculum, instruction, and assessment practices are rigorous, ensuring that our students will be successful in colleges and universities or whatever life they pursue after leaving Lindsay.
- Although Lindsay educators do not “teach for the test,” Lindsay students perform well when compared to other California schools and when compared nationally.



Our TECHNOLOGY Vision

How we will use technology to increase access to learning opportunities.

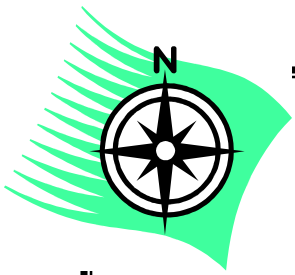
- Every student has access to a computer and the Internet at school and at home.
- All Lindsay curriculum can be accessed online 24/7 and students have two or three learning style choices and two or three learning interest choices for most online instruction.
- The Lindsay Information Technology systems allow for easy and effective communication between teachers and parents. Parents, at any time, can access their child's learning records, can get tips on how to help their child with their present learning challenges, and can view the entire Lindsay Unified curriculum.
- Teachers use technology as one effective accelerator of learning when possible and appropriate to inspire and challenge their students.
- All technology purchases . . . hardware and software . . . are made based upon the positive impact the technology will have on children.



Our PERSONNEL Vision

Who will be our teachers, leaders, and support staff?

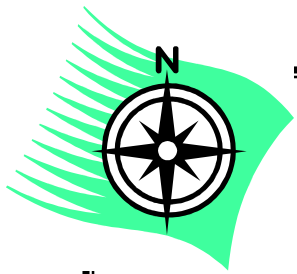
- All Lindsay staff, and especially teachers, are hired, empowered, and retained because of their passion for educating children and young adults. Marginal staff members are given opportunities for development and helped to find employment elsewhere if they do not meet Lindsay standards.
- Lindsay Unified is committed to the goal of having a professional staff that values, supports and reflects the cultural diversity of the community and the students we serve.
- Lindsay staff members are true professionals who reflect deeply upon their work – as individuals and as team members – and continually advance their knowledge and skills within their profession.
- Lindsay staff members are caring, kind, consistent, respectful and just in their interactions with students. At the same time, staff members have high expectations and hold high standards for students. This powerful combination of caring and high expectations leads to high student performance.
- Teachers and administrators know that students learn in different ways, and sometimes, on different days. They are firm in what learning students must ultimately demonstrate, but they are flexible regarding learning styles, learning rates, and manner of teaching.
- Teachers, administrators, and the support staff take their role as models for youth seriously and behave accordingly.



Our LEADERSHIP Vision

Who will lead and manage our schools and school system?

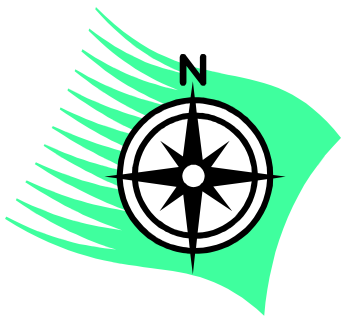
- Lindsay leaders are authentic people with high levels of integrity. They are trustworthy and ethical. The Lindsay leadership team has identified and distributed their Moral Code which clearly states their core values, their principles of professionalism, the behaviors and actions that they expect of their group, and the behavior and actions of their group that will not be tolerated.
- Lindsay leaders are future-focused visionaries, not afraid to take a risk to improve learning for students.
- Lindsay leaders clearly, succinctly articulate and communicate the Lindsay Unified Vision to all groups, and can inform anyone how that vision impacts each staff member within the system. They are effective agents of change who involve everyone in the change process.
- Decisions by the Board of Education and the Leadership Team are always based upon the short term and long term needs of students. Cooperation and support are the norm and politics do not enter the decisions of the Board or the Leadership Team.
- Lindsay leaders have created an organizational culture that values and rewards student success, cooperation, innovation, and quality.
- Teachers are leaders too, and are recognized as such. Lindsay teachers are involved in the critical decisions that impact their lives and the lives of students.



Our STAKEHOLDERS Vision

How our community supports student learning.

- The goals, vision, and values of the Lindsay Unified School District are a direct reflection of the community. The Lindsay community helped to set the Strategic Direction for their school so there is natural support for the vision and values.
- Lindsay Unified values and encourages parent participation that reflect the cultural diversity of our community.
- Members of the community are very familiar with and supportive of the Lindsay vision ... education is top priority. It is common to see parents in schools providing additional learning opportunities to children.
- Lindsay parents are supportive of teachers and the school and team with the school to ensure that their children receive the best education possible.
- Lindsay facilities are first rate. All learning environments are clean, inviting, and suited for learning . . . including air conditioning which allows for year around schools.
- Because the learning outcomes for the Lindsay school are “life-based,” it is natural that the community serves as a learning laboratory for the school. Adults mentor children, businesses open their facilities for student learning, and business/school partnerships allow students to experience the real world.



LINDSAY UNIFIED SCHOOL DISTRICT'S LIFE-LONG LEARNING STANDARDS

As emerging adults in the 21st century, Lindsay graduates will assume responsibilities in seven significant aspects or spheres of living, as represented in the following figure. These spheres of living provide the focus for the Life-Long Learning Standards for students and have the capacity to drive all school curricula and to impact instruction.

Significant Spheres of Living



Successfully mastering and balancing these roles will be essential for today's students. Our Life-Long Learning Standards seek to meet this challenge. Developed from the future conditions and addressing all aspects of living, the Life-Long Learning Standards for students identify what students need to know, understand, and do in order to thrive.

The Life-Long Learning Standards are:

<i>A Well-Balanced Person</i>	(The Personal Sphere)
<i>A Self-Directed, Lifelong Learner</i>	(The Learning Sphere)
<i>A Caring, Compassionate Person</i>	(The Relationship Sphere)
<i>A Civic-Minded Person</i>	(The Civic Sphere)
<i>A Responsible Global Citizen</i>	(The Global Sphere)
<i>A Quality Producer & Resource Manager</i>	(The Economic Sphere)
<i>A Culturally Aware Person</i>	(The Cultural Sphere)



LINDSAY UNIFIED SCHOOL DISTRICT'S LIFE-LONG LEARNING STANDARDS

I. A Well-Balanced Person, who:

- *Articulates a clear set of values and beliefs that drive his/her decisions*
- *Sets and pursues personal goals*
- *Uses a variety of interpersonal communication skills*
- *Establishes a balanced lifestyle (mental, emotional, physical, spiritual)*
- *Adjusts and adapts to changes, stress, adversity and diversity*
- *Seeks, reflects on, and adjusts to feedback*

*The Personal
Sphere of Living*

II. A Self-Directed, Lifelong Learner, who:

- *Possesses core knowledge on which to build future learning*
- *Sets and carries out personal learning goals*
- *Acquires, analyzes, organizes, and evaluates information from a variety of sources*
- *Perseveres in difficult situations*
- *Demonstrates the habits of continuous improvement*
- *Self-assesses progress, evaluates actions, and adjusts as needed*
- *Engages in tasks even when answers or solutions are not immediately apparent*
- *Views situations outside the boundaries of standard conventions*

*The Learning
Sphere of Living*

The Relationship
Sphere of Living

III. A Caring, Compassionate Person, who:

- Uses interpersonal communication skills
- Demonstrates teambuilding, problem solving, and social skills
- Manages and resolves conflicts
- Cultivates an awareness and appreciation for others' opinions, feelings, needs, and concerns
- Embraces diversity among people, cultures, events, and issues
- Adapts to changing times and changing relationships

IV. A Civic-Minded Person, who:

- Identifies and analyzes local, national, and global issues
- Serves and participates in the community to affect positive change
- Develops creative solutions to complex challenges
- Obeys the laws and, when necessary, works constructively for its change
- Understands the historical aspects of civil life.... what has happened in the past that has brought us to where we are today
- Celebrates our American heritage
- Understands the differences among forms of government and economic systems

The Civic
Sphere of Living

V. A Responsible, Global Citizen, who:

- Analyzes global environmental issues and acts locally on those issues
- Interprets the role of democracy in protecting human rights worldwide
- Understands how personal economic and environmental decisions effect long-term global viability
- Communicates with others to understand differing points of view regarding issues, policies, and positions
- Embraces technology and change
- Uses high level critical and creative thinking to solve complex problems

The Global
Sphere of Living

VI. A Culturally Aware Person, who:

- *Seeks personal enrichment through the arts*
- *Celebrates personal heritage and participates in its evolution*
- *Appreciates the traditions of other cultures and the heritage of diverse people*
- *Develops teamwork and cooperation among culturally diverse people*
- *Demonstrates individual responsibility with an emphasis on empathy, nurturing, and cooperation*
- *Identifies, recognizes, and rejects cultural stereotyping, prejudice, and bias*

*The Cultural
Sphere of Living*

VII. A Quality Producer/Resource Manager, who:

- *Adapts to rapidly changing work environments*
- *Adapts to new technologies by embracing life-long learning*
- *Applies problem solving techniques and manages resources*
- *Sets, applies, and measures quality standards for work*
- *Displays a positive attitude*
- *Demonstrates a “can-do”, continuous improvement work ethic*

*The Economic
Sphere of Living*