

LINDSAY UNIFIED SCHOOL DISTRICT

Strategic Design

“Empowering and Motivating
for Today and Tomorrow”

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



LINDSAY UNIFIED
SCHOOL DISTRICT



LINDSAY LEADS
TRANSFORMING EDUCATION. ADVANCING LEARNING.

MISSION STATEMENT:

EMPOWERING AND MOTIVATING FOR TODAY AND TOMORROW

OUR CORE VALUES:

Guide our behavior and 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 and desire to receive, consider, and 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 and organizations to risk themselves despite the likelihood of negative consequences or fear

BELIEFS & GUIDING PRINCIPLES

I. ABOUT LEARNERS & LEARNING

1. All learners can learn
2. Learners acquire knowledge in different ways and timeframes
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. Learners require positive and validating relationships with learning facilitators
7. Learner wisdom is enhanced by meaningful, real-life experiences requiring complex thinking
8. Learning is fun
9. Learning is fostered by frequent, formative feedback
10. Learning is future-focused

BELIEFS & GUIDING PRINCIPLES

II. ABOUT LEARNING FACILITATORS & TEACHING

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

LINDSAY UNIFIED SCHOOL DISTRICT'S

BELIEFS & GUIDING PRINCIPLES

III. ABOUT LEARNING COMMUNITIES

1. All stakeholders in the community are partners in educating Lindsay learners
2. Learning Communities (LCs) align all systems, policies, and practices to support the principles that learners acquire knowledge in different ways and in different timeframes
3. LCs have high expectations for all learners and staff
4. LCs embrace accountability and strive for continuous improvement
5. LCs encourage and support 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
10. LCs are future-focused

Our LEARNING Vision

WHAT LEARNING IS LIKE FOR LEARNERS

- Every day, Lindsay learners 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 learners are naturally highly motivated to learn because the learning experiences of each learner is matched to their developmental learning level, their learning styles and strengths, and their interests.
- Lindsay learners believe that today's world requires lifelong learners, and learning facilitators design learning activities to ensure that graduates leave Lindsay Unified as self-directed, future-focused, lifelong learners. As our learners advance through our system, 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, ethnicities, and ways of viewing the world.
- All Lindsay learners 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 learners 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 lifelong learning outcomes for all learners. When learners graduate from our system, they are able to demonstrate all lifelong learning outcomes, which means they 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 “learning outcomes format” that makes it clear what learners must be able to do to show mastery.
- At all times, Lindsay learners know how they are being required to learn will impact their success after they leave the learning community. 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, which ensures that each child 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 by accommodating the learning style and the interests of individual learners.
- Lindsay learning facilitators 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 LEARNERS 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 learners using computers to access challenging and exciting online learning. It is expected that high school learners will learn 50 to 60 percent of their outcomes with technology, leaving learning facilitators time to teach those most important learning outcomes that require a master learning facilitator 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 learners deal with real-life situations. Learning and demonstrating learning through 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 learner, grade levels have been eliminated. The question is no longer “Is Maria ready for the fifth grade?” but “What learning outcome is Maria ready for now?”

Our ASSESSMENT Vision

HOW WE ASSESS LEARNING AND HOLD LEARNERS AND THE SYSTEM ACCOUNTABLE

- Learner assessment is directly aligned with Lindsay learning outcomes. We identify what we want learners to know, be able to do, and to be like. We teach to those learning outcomes, and we assess progress based upon those learning outcomes. That is, there is direct alignment between learning outcomes, instruction, and learner assessment.
- Learners are allowed and encouraged to demonstrate their learning in various ways. Written tests are not the dominant manner for assessing learning. Learner performances are very popular and emphasized.
- Meeting individual learner needs allows Lindsay to have high expectations for learner achievement. Our curriculum, instruction, and assessment practices are rigorous, ensuring that our learners 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 learners 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 learner has access to a computer and the Internet at their learning community and at home.
- All Lindsay curriculum can be accessed online 24/7. Learners have two or three learning style choices, as well as two or three learning interest choices, for most online instruction.
- The Lindsay Information Technology Systems allow for easy and effective communication between learning facilitators and parents. Parents, at any time, can access their child's learning records, get tips on how to help their child with their present learning challenges, and view the entire Lindsay Unified curriculum.
- Learning facilitators use technology as one effective accelerator of learning, when possible and appropriate, to inspire and challenge their learners.
- All technology purchases—hardware and software—are made based upon the positive impact the technology will have on learners.

Our PERSONNEL Vision

WHO WILL BE OUR LEARNING FACILITATORS, LEADERS, AND SUPPORT STAFF

- All Lindsay staff 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 learners 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, and respectful in their interactions with learners. At the same time, staff members have high expectations and hold high standards for learners. This powerful combination of caring and high expectations leads to high learner performance.
- Learning facilitators and administrators know that learners learn in different ways, and sometimes, on different days. They are firm in what learning children must ultimately demonstrate, but they are flexible regarding learning styles, learning rates, and manner of teaching.
- Learning facilitators, 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 LEARNING COMMUNITIES

- 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 risks to improve learning for learners.
- Lindsay leaders clearly and succinctly articulate and communicate the Lindsay Unified Vision to all groups, and can inform anyone about 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 learners. 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 learner success, cooperation, innovation, and quality.
- Learning facilitators and support staff are leaders, and are recognized as such. Lindsay learning facilitators and support staff are involved in the critical decisions that impact their lives and the lives of learners.

Our STAKEHOLDER Vision

HOW OUR COMMUNITY SUPPORTS 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 learning community so there is natural support for the vision and values.
- Lindsay Unified values and encourages parent participation that reflects 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 learning communities providing additional learning opportunities to learners.
- Lindsay parents are supportive of learning facilitators and the learning communities, and they team with the learning communities to ensure their children receive the best education possible.
- Lindsay facilities are first-rate and future-focused. All learning environments are clean, inviting, and suited for learning in the 21st century.
- Because the learning outcomes for Lindsay learning communities are “life-based,” it is natural that the community serves as a learning laboratory. Adults mentor learners, businesses open their facilities for learning, and business/school partnerships allow learners to experience the real-world.

LINDSAY UNIFIED SCHOOL DISTRICT'S

LIFELONG 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 Lifelong Learning Standards for learners and have the capacity to drive all school curricula and impact instruction.

SIGNIFICANT SPHERES OF LIVING

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

THE LIFELONG LEARNING STANDARDS ARE:

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

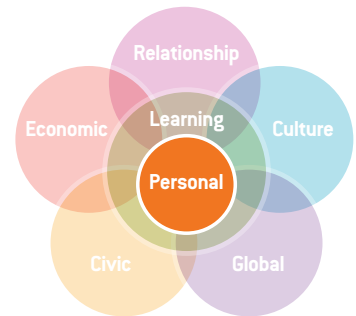


LIFELONG LEARNING STANDARDS

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

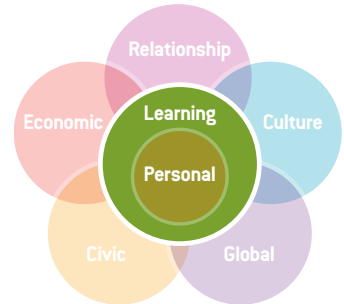


LIFELONG LEARNING STANDARDS

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

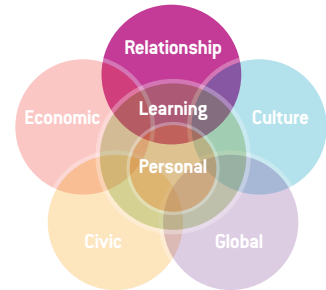


LIFELONG LEARNING STANDARDS

III. A CARING, COMPASSIONATE PERSON, WHO:

- Uses interpersonal communication skills
- Demonstrates team building, 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

The RELATIONSHIP Sphere of Living

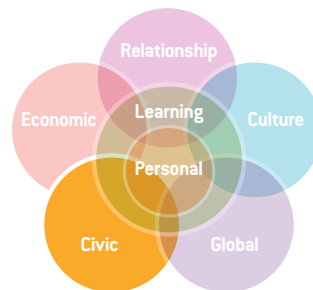


LIFELONG LEARNING STANDARDS

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 their change
- Understands the historical aspects of civil life—what has happened in the past that has brought us to where we are today
- Celebrates Democratic Principles
- Understands the differences among forms of government and economic systems

The CIVIC Sphere of Living

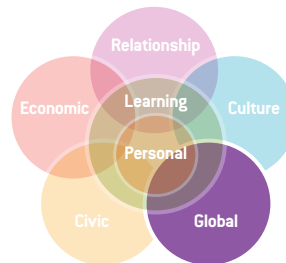


LIFELONG LEARNING STANDARDS

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 affect 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

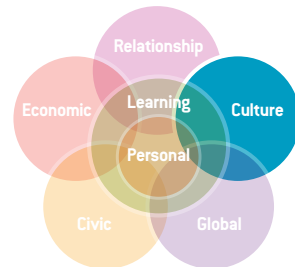


LIFELONG LEARNING STANDARDS

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

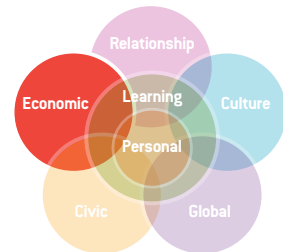


LIFELONG LEARNING STANDARDS

VII. A QUALITY PRODUCER/RESOURCE MANAGER, WHO:

- Adapts to rapidly changing work environments
- Adapts to new technologies by embracing lifelong 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





“Empowering and Motivating for Today and Tomorrow”

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