



## **THE NYE COUNTY SCHOOL DISTRICT'S VISION FOR THE CREATION OF A HIGH-PERFORMING DISTRICT**

### **PREAMBLE**

The Nye County Board of Trustees is an elected body with governance responsibilities for public schools in the communities of Amargosa, Beatty, Duckwater, Gabbs, Pahrump, Round Mountain and Tonopah. Nye County School District is the largest geographical school district in the contiguous United States. It is our responsibility to do the following:

- Set a clear direction for the district;
- Empower and hold the superintendent responsible for implementing our direction and managing district operations;
- Develop and adopt policies that support and implement our direction; and
- Adopt budgets that direct resources to support educational goals.

The board expects a high-performing district that achieves exceptional results. We believe the process of continuous improvement and reform can be consistent over time, transcending board membership and superintendents.

### **VISION**

Every student a success.

### **MISSION**

Educate our students with the skills necessary to achieve their full potential.

### **GOALS**

- Elevate achievement for all students
- Provide educational opportunities through graduation and beyond
- Increase the graduation rate
- Foster a safe and respectful learning and working environment
- Continuously incorporate technology to achieve our mission

- Promote parent involvement in pursuit of our vision

### **CORE VALUES AND BELIEFS**

❖ **POTENTIAL: All students deserve the opportunity to achieve their potential.**

The board believes schools, families and the community should provide all students the opportunity to reach their potential. Students learn differently; therefore, the curriculum must be taught in a way that meets the needs of each student. Our district will continue to provide a highly effective educator in every classroom, differentiated instruction and high-performing schools.

❖ **HIGH EXPECTATIONS: The district will foster a culture of high expectations.**

To achieve high performance, the board believes the district must foster a culture of high expectations for everyone: students, parents, educators, staff and the board. High expectations require high performance standards for each employee, including collaboration.

❖ **ACCOUNTABILITY: The district will be open and accountable to the public.**

The board believes the district should be open and accountable to the public, ensuring a high-quality education while remaining fiscally responsible. Our budget, policies, guidelines, curriculum and district performance data will be comprehensive and easily accessible, unless protected by law. Parents will have access to what their students are learning and how they are progressing. The district will promote strong community partnerships and public involvement.

❖ **SAFETY: All schools and departments will be safe and supportive.**

The board believes all schools and departments must maintain safe and supportive environments by providing safe facilities, being intolerant of bullying and discrimination, and promoting respect for all. This includes the continual development of skills necessary to create positive relationships and to handle confrontational and challenging situations constructively and ethically.

❖ **RESPONSIVENESS: Public education should be responsive to an ever-changing world.**

The board believes the district must be responsive to the changing educational requirements and technological advancements for students to meet the challenges of an ever-changing world. Graduates should be ready for the next step in life and to be productive members of a democratic republic.

### **BOARD COMMITMENTS**

Based on our core beliefs and values, the board is committed to the following:

- A collaborative and respectful working relationship with the superintendent and each other;
- A rigorous curriculum of language arts, mathematics, science and social studies, integrating technology;
- Well-rounded educational opportunities that integrate career and technical education, arts and athletics;
- Instruction and early interventions that meet the needs of each student;
- Parents and the community as informed partners;
- Model the professionalism and degree of effort expected from students, parents, community and staff; and
- Recruit, retain and provide a system of support, allowing all staff to be effective.

## **OPERATING PRINCIPLES FOR INSTRUCTION**

To implement our vision, the board sets forth the following operating principles the district will be guided by in order to move our district towards high performance:

- **Collective Inquiry** – As a district, we will engage in collective inquiry into both best practices and our district’s current reality. We will identify and prioritize areas of focus, relevant research and information to determine how to work with stakeholders.
- **Professional Learning Communities** – Professional Learning Communities (PLCs) will be used to continuously improve student learning and monitor progress to meet our goal of supporting success for all students. PLCs will utilize backward design process for instructional planning to address these four questions: What do we want students to know or be able to do? How will we know they know or can do it? What will we do if they don’t? What will we do if they already know it? The district will support this process to create viable curriculum based on the Nevada Academic Content Standards.
- **Assessment and Feedback** – Assessment and feedback are crucial for helping people learn. Assessment should mirror good instruction, happen continuously as part of instruction, and provide information about the levels of understanding that students are reaching. In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding. (“How People Learn” by Bransford, Brown and Cocking, 1999)
- **Instructional Differentiation and Intervention** – The goal is to move every child forward at least one year’s academic growth during the school year. To accomplish this, students who need additional support or enrichment will be identified through the use of common assessments. Using PLCs, teachers will analyze data and adjust instruction, select appropriate instructional strategies, apply evidence-based early interventions, and monitor students’ growth.
- **Character Education** – To succeed in our changing world, our schools need to help students cultivate the uniquely human skills of Curiosity, Creativity, Initiative, Multi-Disciplinary Thinking and Empathy.
- **Principal Priorities** – Principals will implement board policies and vision, focusing on three priorities: serving as the instructional leader to ensure quality learning, creating and maintaining a safe and respectful learning environment, and serving as the liaison with the school community.
- **Educator Accountability** – Teachers, principals and all educators will be held accountable for complying with district policies/regulations and state/federal laws; using the Nevada Academic Content Standards to determine learning objectives; and aligning their goals and actions to the district’s mission, vision, core beliefs, commitments and performance measures.
- **Effective Communication** – The district will establish effective communications (including feedback loops) with parents, students, educators and the community.

- **Technology Integration** – The district will integrate technology into all classrooms and curricula to provide each child the opportunity to fully engage in a twenty-first century learning environment.

## **IMPLEMENTATION**

To implement our vision, the board will work with the Superintendent each year to determine strategic initiatives, annual board projects and performance measures.