

Appendix 2.

Policy Statement from Kent,

Washington, School District

No. 415

Effective education occurs in schools where staff, students, and parents share a desire for academic excellence, where students demonstrate high academic achievement, and where there is an equally strong degree of caring and concern for the individual.

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Goals and Objectives

The Kent School District goals for 1982-83 and beyond are based on the definition of effective schools and on the recognition of our need to move toward that goal by working at the following:

- 1.0 Students are carefully placed in classrooms where they spend the greatest possible time actively engaged in significant learning tasks of appropriate difficulty.
 - 1.1 Classroom objectives are prepared which will ensure that every student is engaged in productive and appropriate activities throughout the entire period or allocated time of instruction.

- 1.2 Staff demonstrates that they believe instructional time is important by planning and delivering instruction which engages all students in appropriate activity for the entire instructional period.
- 1.3 Students value class time as important by being on time, by attending class, and by engaging themselves in class assignments.
- 2.0 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.
 - 2.1 Administration clearly communicates district, building, grade level, and course expectations to staff.
 - 2.2 Staff communicates course standards and expectations to students.
 - 2.3 Staff accepts only the best efforts of students.
 - 2.4 Staff regularly evaluates students and lets them know if standards are not being met.
- 3.0 Student progress in achieving the established instructional goals is frequently and systematically monitored and the learning tasks are appropriately modified.
 - 3.1 Staff makes use of district test results to plan instruction.
 - 3.2 Teachers use formal and informal classroom testing to monitor and adjust instructional planning.
 - 3.3 Teachers use evaluation results to keep students and parents informed.
 - 3.4 Teachers communicate class performance to building administrators and use results to discuss instructional plans.
- 4.0 The school reflects a climate of being an orderly, purposeful, active, and pleasant place of well-directed, cooperative learning and interpersonal caring.
 - 4.1 Staff knows what is expected of them in their relationship to the total school community.
 - 4.2 Students know what is expected of them in being a part of the school community.
 - 4.3 Parents understand and support the building statements of student responsibilities and rights.
 - 4.4 Staff makes an effort to work together to maintain a pleasant, productive atmosphere throughout the building.
 - 4.5 The building reflects a feeling of success and genuine praise for achievement.
- 5.0 There is assertive, knowledgeable administrative leadership by the school principal, especially in regard to instruction and to creating

and maintaining the four goals which precede. *

- 5.1 Principals observe classroom instruction regularly and spend time in discussion of instructional plans and results with staff on a regular basis.
- 5.2 Principals are thoroughly familiar with instructional programs—objectives, materials, and activities.
- 5.3 Faculty meetings regularly focus on instructional goals and instructional management.
- 5.4 Principals use student test data to build their role as instructional leaders.