Vision

When students graduate from Seneca High School, they are prepared academically, emotionally, and organizationally to succeed in college, a career, or the military. They have a disciplined work ethic, consistently perform quality work, and readily exceed the minimal requirements and expectations of the task entrusted them. They are committed to developing themselves to their fullest, possess a strong responsibility toward the service of others, maintain healthy attitudes, make healthy choices, and build healthy relationships with others. In short, Seneca High School graduates possess a strong foundation to become future leaders in our world.

If Seneca High School is to achieve the results described above, it must have a clear understanding of the characteristics of the school it seeks to become, the goals it is trying to accomplish, and the contributions that the various stakeholders in the school must make in order to transform ideals into reality.

EDUCATIONAL PROGRAM –

> *Academic Rigor:* Learning in which students demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity (Daggett, 2008, 10).

> *Relevance:* Learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual (Daggett, 2008, 10).

> *Relationships:* Creating an environment for learning based upon positive relationships characterized by the district's core values as well as civility, tolerance, and respect is paramount to completing rigorous and relevant work.

> *Student Inquiry:* The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it (Simon, 1996). The power of an inquiry-based approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning (Stephenson, nd).

> *Essential Content:* Each course contains essential knowledge and skills, some of which require more traditional methods of instruction. Each course will identify such essential content

> *Technology:* Providing a technologically rich environment to prepare students for college and career complements a rigorous and relevant educational program. Technology is not a substitute for effective teachers, nor is it an end.

> *Culture of continuous improvement:* Seneca High School is not successful unless students are successful. By monitoring indicators of success, SHS strives to ensure the academic, social, and organizational success all students, provide numerous and varied educational opportunities for students according to their interests and aptitudes, and develop their attitudes, habits for success, and abilities.

➢ *Discipline Literacy:* Literacy provides a foundation for student achievement. Each discipline possesses its own language, purposes, and ways of using text, a set of specialized vocabulary and speaking, reading and writing skills. It is incumbent upon each subject area to develop those skills in their students.

➢ *Student Support:* High expectations and challenging work for all students require a system of supports to ensure success.

➢ *Work-based learning:* Engaging in real world tasks to use language skills, higher-order thinking skills, creativity, and previously learned knowledge. Students develop a deeper, more mature skill set in authentic learning experiences.

➢ *Co-curricular Participation:* Co-curricular experiences provide opportunities for enhanced growth and development.

STAFF-
➢ All staff possess high expectations for student success and work individually and collaboratively to create conditions that promote student success.
➢ All staff build and maintain positive professional relationship with students.
➢ .All staff demonstrate ownership of student success.
➢ Teachers pursue subject-matter competency through professional development, including the pursuit of content area Masters Degrees.
➢ Teachers collaborate with fellow staff to create interdisciplinary learning opportunities.
➢ Staff keep parents apprised of student progress through frequent and quality communication.
➢ Staff hold themselves to high standards of practice as evidenced in their commitment to Charlotte Danielson's *Professional practice: A framework for teaching.*
➢ All staff demonstrates consistent and proficient use of engaging technology, including Blackboard
➢ and 1:1 computing.

STUDENTS-
➢ Set high expectations for themselves.
➢ Take challenging course work, including AP, Honors and Dual Credit coursework.
➢ Develop a strong work ethic, demonstrate quality work, and observe timelines for course requirements.
➢ Participate in co-curricular activities, both academic and athletic.
➢ Create unique learning experiences outside school, such as independent study or work-based learning.
➢ Set goals and monitor their own success and progress.
➢ Abide by the code of conduct, demonstrate excellent attendance, and make healthy decisions
➢ Participate in service/volunteer activities.

LEADERSHIP -
➢ Protects, monitors, and advances the school mission, vision,& values.
➢ shares decision making power.
➢ Continues to develop as administration team.
➢ Provides accurate, timely, and consistent communication with all stakeholders.
➢ Establishes a school climate, develops professional relationships, exhibits servant leadership, and maintains a high level of visibility.
➢ Develop and maintain trust with all stakeholders.

COMMUNITY/PARENTS -

- Support the mission and vision of the school.
- Actively involved in their child's education, monitoring their child's academic performance, and collaborating with teachers to emphasize the importance of education.
- Volunteers service to the school.
- Provide honest, objective two-way communication/feedback.
- Promote partnerships -Businesses, Parents, Community Colleges, and other members of the community.
- Access and maintain school facilities.
- Participate in various school functions by attending PT Conferences, college nights, freshmen orientation, Student Success Plan meetings, and assisting in the process that have been designed to enhance the various aspects of the school.