Icenhower Intermediate School
Vision Statement

Icenhower Intermediate School has a clear sense of the goals we are attempting to accomplish, the characteristics of the school it seeks to become, and the contributions the stake holders in the school will make in order to transform ideas into reality. The following vision statement is intended to provide the standards Icenhower Intermediate School should strive to achieve and maintain as an ideal learning community.

I.   Mission, Vision, Values, and Goals

        An ideal learning community has, at its core, a common belief system. This guiding belief system is the basis for, and is present in, every decision, idea, and school program.

        A.   Decisions are made based on the mission, values, and goals of the school.

        B.   The mission statement provides the pathway to recognizing our vision.

        C.   There is a focus on the success of every student as an individual and the success of the school as a whole.

        D.   SMART goals represent measurable benchmarks as the school moves toward the realization of its vision.

II.   Emphasis on the Success of Every Student

        An ideal learning community recognizes and values the importance of the individual student. Staff members are committed to understanding the uniqueness and ensuring the success of every student.

        A.   Every student is provided with the information, assistance, and support necessary to develop the knowledge and skills found in the state curriculum (TEKS) to ensure future success in learning.

        B.   The physical, emotional, relational, and educational needs of every student are met with the initiation of appropriate services as needed.

        C.   Staff facilitate the student's development of skills necessary to become productive, independent members of community and society with an emphasis on life-long learning.

        D.   Each student is encouraged to explore and participate in at least one of the clubs, activities, and organizations available outside of the academic classroom.

        E.   Staff members guide students in accepting increasing responsibility for their learning, decisions, and actions.

F. Students fulfill the expectation that they take pride in self, family, school, and community.

G. All members of the Icenhower learning community conduct themselves in a way that contributes to a safe and orderly environment that respects the rights of others within a diverse community.

III. A Collaborative Professional Learning Community

An ideal learning community has a commitment to professional learning communities where staff members share, interact, and collaborate to produce excellence in instruction.

A. Staff members are committed to contributing to high-performing, collaborative teams and departments.

B. Staff members are committed to a high level of support and trust between all members of the learning community.

C. Staff members have high expectations for student success and achievement and engage in reflection and collective inquiry regarding best practices to improve student learning.

D. Staff members model the importance of life-long learning through a commitment to ongoing professional and personal growth.

E. Peer-to-Peer observation and collaboration are consistent and meaningful and focus on the improvement of student learning.

IV. Curriculum, Instruction, and Assessment

An ideal learning community provides students with a relevant curriculum complemented with a variety of learning opportunities outside of the core courses. Instruction is engaging and relevant to every student. The school monitors and assesses every student's attainment of learning through a variety of indicators including state-mandated assessments.

A. The curriculum addresses essential academic content and essential life skills.

B. Instructional strategies reflect best practice and stimulate student engagement.

C. Instructional practices promote and integrate appropriate technology.

D. Assessment is an ongoing practice and focuses on both formative and summative assessment to ensure quality learning.

E. Curriculum, instructional practices, and assessment recognize and accommodate individual differences, interests, and abilities.

V. Community Engagement

An ideal learning community recognizes the importance of collaborative relationships between all members of the school community.

A. The school and the school community value and recognize the mutual benefit gained by the success of every student.

B. The school and the school community build relationships such that the exchange of feedback and ideas result in a benefit to individual students, the school, and the school community.

C. Parents are welcomed and encouraged to play an active role in the education of their child through a collaborative effort with the staff.

D. The school provides opportunities for students to serve and participate within the school community.

VI. Building Leadership

An ideal learning community recognizes that leadership is a shared endeavor. Opportunities for leadership encourage staff, students, and the school community to achieve excellence through the expression of ideas and the use of individual expertise and skills.

A. The school recognizes that continual growth and renewal is dependent on the leadership of many stake holders.

B. There are many opportunities for leadership. Staff members are encouraged to lead in different areas of the school program including instruction, school initiatives, and extra-curricular activities.

C. Staff members are provided support and assistance and encouraged to extend their leadership skills in all areas of school and instructional leadership.

D. Students are provided opportunities to lead during academic and extra-curricular activities. Modeling of skills by, assistance from, and support of staff members is always present as we grow and recognize leaders within our school and community.