

# District Goals and Tasks 2022-2023 School Year

Board of Education Approved August 1, 2022

## **MISSION STATEMENT** *(What we do every day.)*

Every day the District 99 community works to provide a foundation for students to confidently pursue a future of their choosing.

## **VISION STATEMENT** *(The change we aspire to affect in the world.)*

District 99 will graduate students who are equipped to realize their potential and positively impact their community and the larger world.

## **CORE VALUES** *(What we stand for, believe in, and is closest to our heart.)*

In collaboration and shared responsibility with students, families and the community, at District 99:

- **We care.** We prioritize our connections and treat one another with dignity, striving to uphold and support the well-being and contributions of each member of the District 99 community.
- **We trust.** We foster a culture of mutual respect and understanding, believing that each member of the community has the best interest of District 99 students at heart.
- **We belong.** Everyone has a place and voice in District 99. We value and actively seek to understand the perspectives of those around us, shaping our practice to reflect what we've learned.
- **We prepare.** Students will graduate with a sense of their connection to the global community, equipped with the ability to discover their passions and pursue a future of their choosing.
- **We evolve.** We challenge ourselves to continuously question, adjust and improve in order to reach the highest level of achievement in everything we do.

# Strategic Directions and Expectations

## An Equitable & Supportive Environment

### Ensure safe and sustainable opportunities for all students and families, including access to District resources

Create partnerships with families to increase exposure and access to District and community resources.

Continue to work with public entities on creating a safe school environment.

Continue to modernize, adapt, and support learning spaces.

Expand T99 and prepare a long range plan for supporting the expected increased enrollment.

Increase support to our families of students experiencing homelessness; develop a web presence and targeted communications.

Increase communication around bus service.

Continue to remove barriers and increase communication resources for non-English speaking students and families.

Increase participation in activities and athletics that align with College and Career Readiness Standards.

Continue to remove economic barriers that prevent or reduce involvement at school.

Strategically utilize, leverage, and develop District resources to provide students with the opportunity to achieve their full academic potential and demonstrate growth and progress through the continual evaluation of instructional practices and academic metrics.

### Develop and communicate common expectations for students and staff

Clarify what expectations exist and communicate them in a referenceable way for future accountability and conversations.

Leverage Access/Resource Periods to reinforce expectations and behaviors that reflect the District's values.

Create a common delivery platform for the new schedule - including Access/Resource Period materials and schedules.

Implement and monitor the strategic tiered response to students on the path to fail a course. Create a defined evaluation of the causes and unsuccessful interventions for each student failure.

### Build community, foster belonging and value the diverse perspectives of every member of our community

Create new opportunities within the schools that allow for students and parents to offer their perspectives on important topics.

Continue our work to foster a caring, trusting, and belonging environment focused on positive and supportive relationships with students.

### **Embed social and emotional learning, equitable and inclusive practices and restorative practices into all learning environments**

Continue professional development - embed CASEL Strategies into instruction, restorative practices at the classroom level, adult SEL in our Professional Learning Environments, and Restorative Practice Professional Learning for CSSS/Dean. Communicate any changes in practices.

### **Prioritize open, two-way communication and authentic relationships by treating others with dignity, care and empathy**

Utilize our communication expectations to create consistency and trust in follow through and feedback.

Examine our communication tools to ensure they are inviting feedback from all voices, including those who may be hesitant to share.

## **Growth of Student Ownership & Agency**

### **Challenge students and hold them accountable in developing self-advocacy skills as well as respectful and responsible actions**

Make it easier for students and families to understand and track weekly student academic progress.

Help students understand how to leverage their unstructured time during the day to better improve academic outcomes. Ensure that students know about supports such as office hours and resource rooms. Establish an expectation that students advocate for themselves in these settings. Be intentional with those students who need additional support in their use/understanding of unstructured time.

Increase the use of restorative practices in the classroom and school settings to help students better understand how their behaviors impact others and to more easily make amends.

### **Demonstrate that students are valued partners by integrating student voice and choice in their learning and personal growth**

Create new opportunities within the schools that allow for students and parents to offer their perspectives on important topics.

### **Help students develop a broader understanding, context and purpose of what they are learning and why they are learning it**

Provide more opportunities for students, families, and staff to learn about career pathways and how specific courses fit into those pathways.

<b>Develop experiences that foster an understanding of their role as global citizens</b>
Better promote academic and extracurricular activities that offer opportunities to connect with the wider community.
Begin to investigate a service hour requirement consistent with the College and Career Readiness indicators.

<b>Create a culture where students are equipped and empowered to realize their full potential</b>
Develop parent prompts to ask students about various events that occur at school on a daily basis or those that follow unique activities at school.
Actively seek out students that are not performing at their full potential and actively work to bring their performance more in-line with their abilities.

## Increased Student Engagement in Post-Secondary Planning

<b>Help students develop practical life and leadership skills for the future</b>
Develop Executive Functioning curriculum to prepare for each coming year within the Access/Resource Periods.

<b>Engage and support the role of families in post-secondary planning</b>
Create and share a video series of course planning from the counselor curriculum and post it on the web page - send it to parents to review (grade level presentations). Expand communication on current options for students and families to access for post-secondary options - including information on career pathways.
Purposefully invite families who may not have historically attended post-secondary planning nights (Historically Black Colleges and Universities [HBCU] night and Spanish-Speaking Family Post-secondary night).

<b>Increase student awareness of and exposure to a variety of options for life after high school, including expanding community partnerships</b>
Leverage the time in Access/Resource Periods to provide exposure to career pathways, alternatives to a 4-year college path, connections to community businesses and industry, military service, and trade organizations.

## Recruitment, Retention and Support of High Quality Teachers & Staff

### Ensure that staff understand, represent and reflect the diverse students and families served

Continue our work to increase a caring, trusting, and belonging environment focused on positive and supportive relationships with students.

Increase representation at state and national conferences and within professional organizations to better help recruit a diverse pool of candidates for open positions.

### Provide professional learning that aligns with teacher/staff needs and District mission/vision, and is focused on best practices to meet the needs of every student

Continue to monitor and adapt Personalized Professional Learning (PPL) into the hybrid-block schedule, provide timely and relevant professional learning aligned with the strategic plan, and coherently link to current high priority topics for instructional staff.

Continue to develop and offer support staff professional development.

Continue our work towards ensuring a Common Experience for students in their classes by ensuring that all of the Common Experience practices align philosophically and connect to the entire student experience.

### Ensure that staff roles and responsibilities adapt to the diverse needs of students

Use multiple points of data to drive decision making in academic, social/emotional, and student intervention programs. Monitor this data on a regular basis in an intentional manner. Ensure staff are aware of key trends.

Evaluate staffing and stipends to stay aligned with changing needs.

### Nurture a culture of support and collaboration among all staff

Monitor the Teacher Evaluation and Employee Discipline processes to continuously adapt to changing student and staff needs.

Monitor the new staff onboarding process to continuously adapt to changing staff needs.

Create opportunities for staff to connect across roles, departments, and responsibilities. Become more transparent in the roles and responsibilities each employee group and position have in supporting our students and the District.