2022-2023

SUPERINTENDENT GOALS

STANDARDS

S1: MISSION, VISION, AND CORE VALUES

S2: ETHICS AND PROFESSIONAL NORMS

S3: EQUITY AND CULTURAL RESPONSIVENESS

S4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

S5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

S6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

S7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

S8: MEANINGFUL ENGAGEMENT OF FAMILY AND COMMUNITY

S9: OPERATIONS AND MANAGEMENT

S10: SCHOOL IMPROVEMENT

#URBANABETTERTOGETHER

STANDARD 1:

MISSION, VISION, AND CORE VALUES

The Superintendent develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

1. The establishment of the Strategic Planning Stakeholders group
   a. Identify stakeholders, educational leaders, and community representatives to participate on the Strategic Planning Team

2. Use Priorities from the first engagement to offer multiple digital engagements
   a. Develop and implement creative ways to involve underrepresented groups
   b. Develop and implement creative ways to collect data other than the use of a survey

SY 21-22 Continue this goal
SY 22-23 Continue this goal

1. Use Equity Task Force priorities to kick off Strategic Planning efforts
   a. Begin and finalize work on Equity Audit (Spring 2023)
   c. Create an embedded Equity Training/ Professional Development Plan
   d. Equity Implementation Plan with goals, objectives, and action steps
2. Continue the District current model of School Improvement and District Goal Setting
   a. Literacy and math - academic goals
   b. Social emotional learning goal
   c. Equity Goal

EVIDENCE

1. District Leadership Team First meeting is June 15. Timeline extends through the 2022-2023 SY ending in Spring 2023.
2. The Equity Implementation Plan and corresponding action steps will inform future Strategic Planning Priorities.

STANDARD 1:

MISSION, VISION, AND CORE VALUES

The Superintendent develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2:

ETHICS AND PROFESSIONAL NORMS

The superintendent acts ethically and according to professional norms to promote each student's academic success and well-being.

21-22 PRIORITIES

MENTORSHIP, COLLABORATION, FEEDBACK

1. Mentor, train, and support our high school principal - Done
2. Work with UHS counseling department - Done
3. Continue the high standards for professionalism, integrity, and collaboration from the administrators at UECS, King, Thomas Paine, and Yankee Ridge now in Yr. 2 - Done
4. Continue to grow collaborative relationships with UEA - IP
5. Continue to oversee legal matters for civil matters - IP

EVIDENCE

1. All Yr. 2 principals were retained for a third year with at least a Proficient overall rating
2. Yr. 1 for UHS Principal was positive based on anecdotal data and feedback tool from staff and parents
3. All Building Administrators received favorable ratings on the feedback evaluation tool, indicating they met or exceeded expectations for growth
4. Positive anecdotal data for new hires from parents, students, community reps, etc.

STANDARD 2:

ETHICS AND PROFESSIONAL NORMS

The superintendent acts ethically and according to professional norms to promote each student's academic success and well-being.

1.Continue the high standards for professionalism, integrity, and collaboration from the newly hired principal at UMS and King and assistant principals at UHS and Leal.
2. Mentor, train, and support our new principal at Urbana Middle School.

EVIDENCE

1.All new principals are retained for a second year with at least a Proficient overall rating
2. Building Administrators receive favorable ratings on the feedback evaluation tool indicating they meet or exceed expectations for growth
3. Positive anecdotal data for new hires from parents, students, community reps, etc.

STANDARD 3:

EQUITY AND CULTURAL RESPONSIVENESS
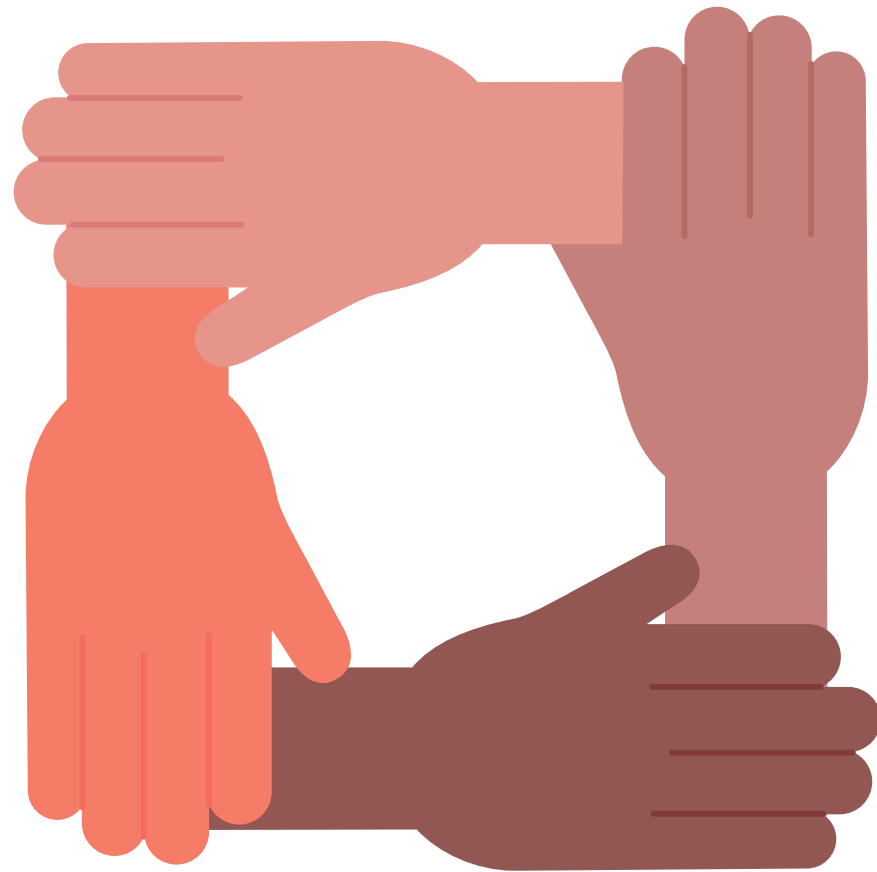
The superintendent strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

SY 21-22 Continued these goals

21-22 PRIORITY 1
**IMPROVING THE USE OF RESTORATIVE PRACTICES AT ALL LEVELS**

21-22 PRIORITY 2
INCREASE THE REPRESENTATION OF NON-WHITE STUDENTS AND UNDERREPRESENTED GROUPS IN OUR AP PREP AND AP CLASSES

SY 21-22 Evidence

- We were unable to focus on RP training during the 21-22 SY due to other areas of significant need and many openings throughout the District, will continue for 22-23
- Unable to focus on Priority 2 due to the needs associated with returning to in-person learning.

STANDARD 3:

EQUITY AND CULTURAL RESPONSIVENESS
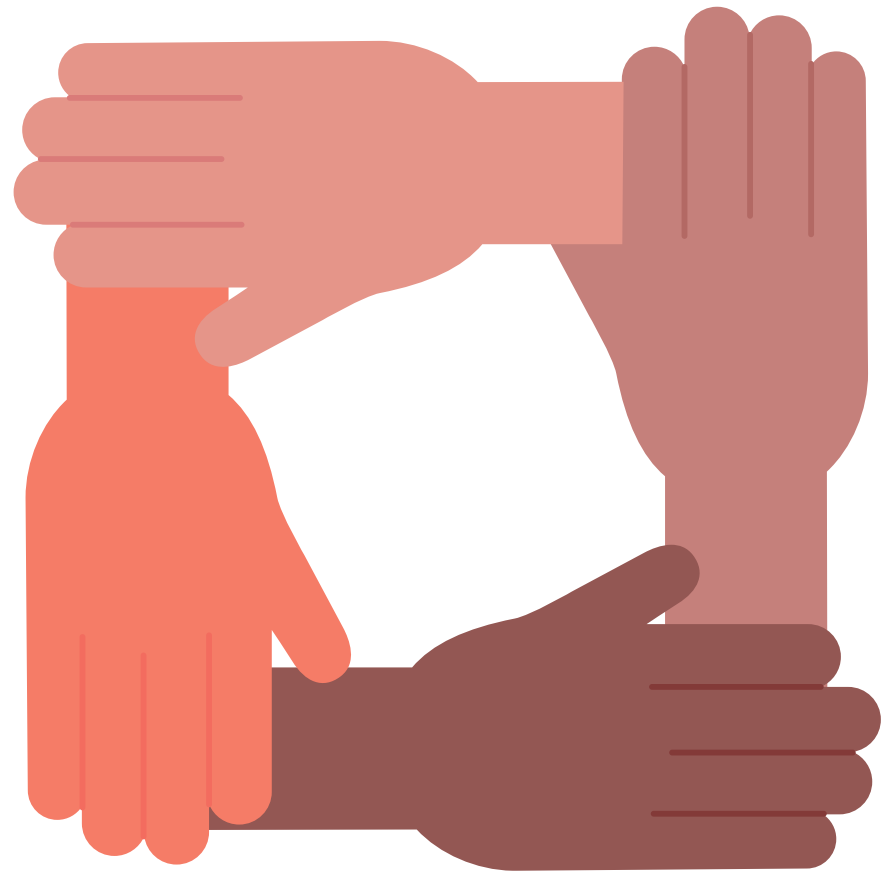
The superintendent strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

21-22 PRIORITY 3
EQUITY WORK

1. Hired a Director of Diversity, Equity, and Inclusion to work closely with Supt. and Administrative teams to leverage equity efforts district-wide - Done

2. Incorporate the work of the Equity Task Force into all areas of the District - In Progress

    a. Completion of Equity Policy

    b. Begin and finalize work on Equity Audit - In Progress

    c. Create an embedded Equity Training/ Professional Development Plan - Scheduled for 22-23

    d. Equity Implementation Plan with goals, objectives, and action steps - Scheduled for 22-23

3. Involve more stakeholders into the Equity work through the schools and District action teams - Scheduled for 22-23

4. Incorporating our District goals for culturally responsive curriculum and professional development into all school improvement plans and district events - In Progress

1.Continue to monitor disciple risk ratios for decreases among the referrals of our African American students for all levels. Implement and track the use of restorative practices at the elementary level

2.Use our data in 5Lab and PBIS tracking tools to monitor the Tier 2 and Tier 3 interventions in place prior to recommendation for suspension and expulsion

3. Recruit students of color and provide increased supports so they are able to complete the entire course

5.Track student attendance by demographic in AP andAP Prep courses

6.Increase the number of students successfully completing courses with a "C" or better

7.Increase the number of students successfully scoring a "3" or higher on AP exams

8.Data collection and data reporting on student performance using the data tracking tool 5Lab and MAP/NWEA to identify gaps and areas for improvement

STANDARD 3:

EQUITY AND CULTURAL RESPONSIVENESS

The superintendent strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

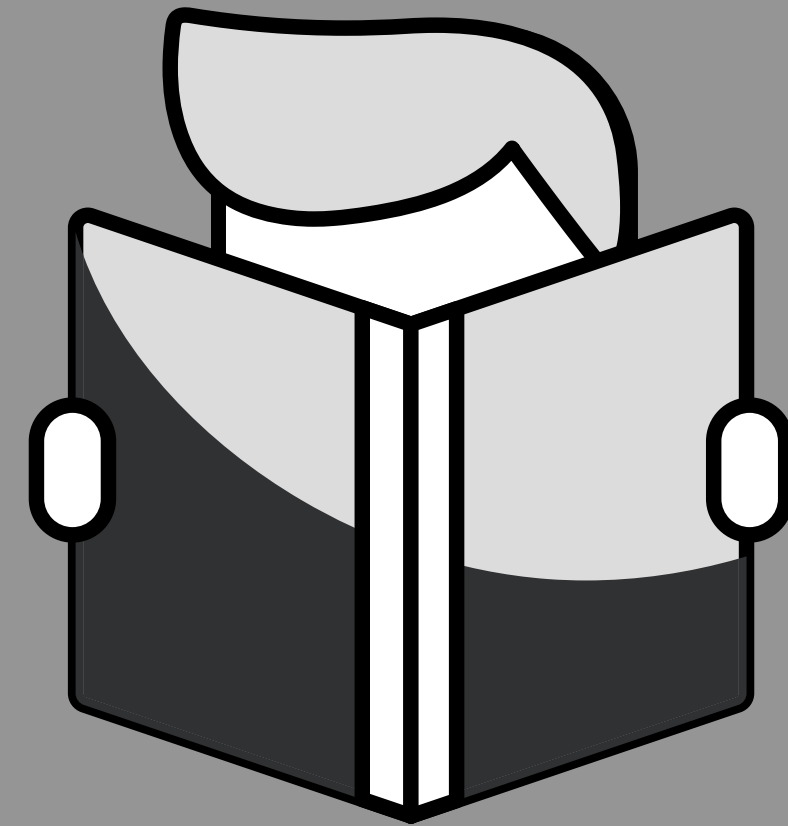## 21-22 NEW CURRICULUM INITIATIVES

1. Completing a new Math Adoption for grades K-12 - <u>In Progress starting the pilot in 22-23 SY</u>
2. Adopt and train staff in new structured literacy approaches at the elementary level - <u>In Progress, Year 2 in the 22-23 SY</u>
3. Adopt and train staff on a new benchmark Assessment tool, NWEA Measured Academic Progress in literacy and math in grades - <u>Done</u>
4. Adopt and train staff on new social-emotional learning tool, Panorama - <u>Done</u>

EVIDENCE

1. Participation in District trainings and PD opportunities
2. Meeting minutes and artifacts from District Technology Meetings
3. Meeting minutes from CIA planning sessions
4. Data collection and data reporting on student performance using the data tracking tool to identify gaps and areas for improvement

The Superintendent develops and supports an intellectually rigorous and coherent system of curriculum, instruction, and assessment to promote each student's academic success and well-being.
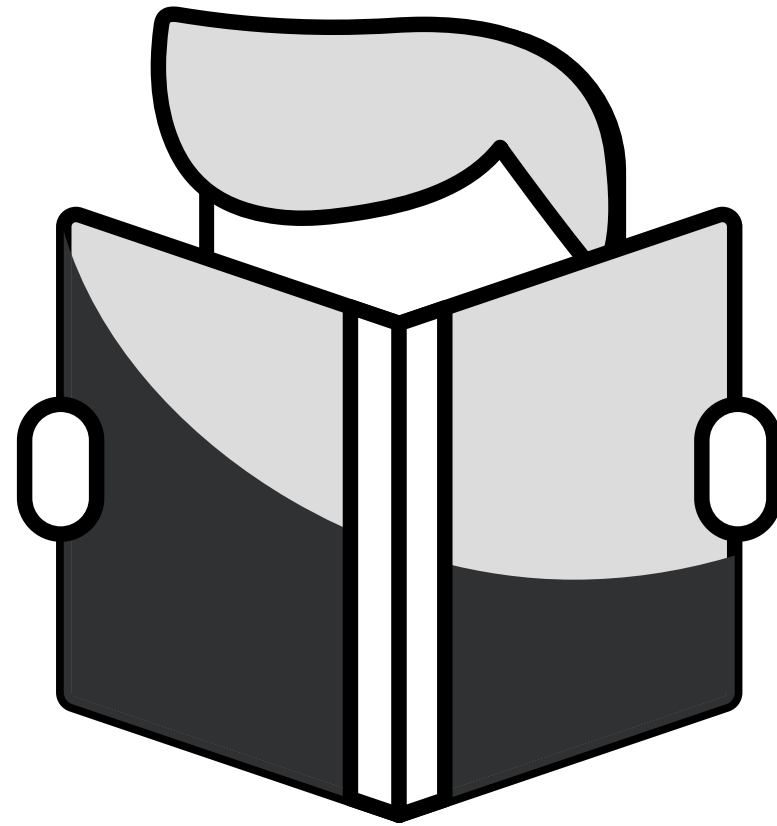
STANDARD 4:

CURRICULUM, INSTRUCTION, AND ASSESSMENT

The Superintendent develops and supports an intellectually rigorous and coherent system of curriculum, instruction, and assessment to promote each student's academic success and well-being.

22-23 GOALS & PRIORITIES

1. Provide high-quality professional learning opportunities for staff throughout the year to improve our rigor and implementation new curriculum initiatives

2. Continue to differentiate our Math curriculum to allow multiple opportunities and pathways for success for all students in grades 6-8

3. Implement the Math Adoption with integrity and fidelity and choose a new curriculum, K-8

4. Implement the Illustrative Math pilot at UHS

5. Plan for implementation for Reading/Literacy improvements for multiple opportunities for success for all students in grades 6-8 (i.e. Reading Dimensions) for the 2021-2022 SY and a more thoughtful plan for the Literacy Specialist role at UHS

6. Meet with principals and SIP Teams after each MAP benchmarking period to analyze student growth and create intervention plans for students not making MAP progress and improvement in RIT scores.

STANDARD 5:

COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The superintendent cultivates an inclusive, caring, and supportive district community that promotes the academic success and well-being of _each_ student.

21-22 & 22-23 PRIORITIES

CONTINUE TO MONITOR STUDENT PROGRESS, ACADEMIC, AND SOCIAL SUPPORTS FOR THE FOLLOWING AREAS IN SY 22-23:

1. Monthly or bi-monthly meetings with District Directors, PK-12 principals, and assistant principals, and separate 6-12 monthly principal's meetings - Done

2. Monthly meeting with PK-12 principals, assistants, Directors, Coordinators, and other District Leadership positions. - Done

3. Facilitate a Multi-tiered System of Support Committee - We did not begin this goal will continue for 22-23

4. Facilitate the District's Parent Advisory Committee - Done

5. Co-Facilitate the Equity Task Force with the Director of DEI (once hired) - Done

6. Co-Facilitate the District Crisis Team - planning for our first Reunification drill and exercise - Done

7. Equity Task Force has shifted to District Equity Leadership Team and will work with the auditor in SY22-23.

8. In 22-23, the Spanish Dual Language Planning Committee will develop the next steps for engagement and finalize the timeline for decision-making regarding a strand vs. one school model.

STANDARD 5:

COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The superintendent cultivates an inclusive, caring, and supportive district community that promotes the academic success and well-being of <u>each</u> student.

21-22 & 22-23 PRIORITIES

MONITOR, ASSESS, AND MEASURE THE IMPACT OF THE PANDEMIC & LEARNING RECOVERY ON THE SOCIAL-EMOTIONAL, MENTAL HEALTH AND SELF-CARE NEEDS FOR BOTH STUDENTS AND STAFF

EVIDENCE

1. Collect data via surveys, assessments, verbal feedback through Community Roundtables, Principal feedback forms, Panorama, etc.

2. Hold administrators accountable for implementation, plans for progress monitoring, and tiered student supports.

3. Hold administrators accountable for monitoring the delivery of the SEL curriculum and instruction.

4. Monitor District SIP goal progress for literacy, math, SEL, and Equity goals.

5. Monitor staff's utilization of the District provided Employee Assistance Program

STANDARD 6:

PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The Superintendent develops the professional capacity and practice of district personnel to promote each student's academic success and well-being.

SY 21-22 Continue this goal
SY22-23 Continue this goal

PRIORITY

RECRUIT AND ACTIVELY RETAIN A DIVERSE TEACHING STAFF

EVIDENCE

1. CO Admin utilizes all of their newly acquired minority appointments from the CBA to assist in the diversification of our teaching staff
2. Retain at least 90% of current minority hires
3. Recruit and hire minority staff (i.e., African American/Latino)

SY 21-22 Continue this goal

21-22 Update: - Will update these numbers
- We have hired 15 diverse new staff out of 72 new hires.
- Our turnover rate in 19-20 (pre-pandemic) was 12% compared to 19% in 2018.

STANDARD 7:

PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

The superintendent fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

SY 21-22 Continue this goal
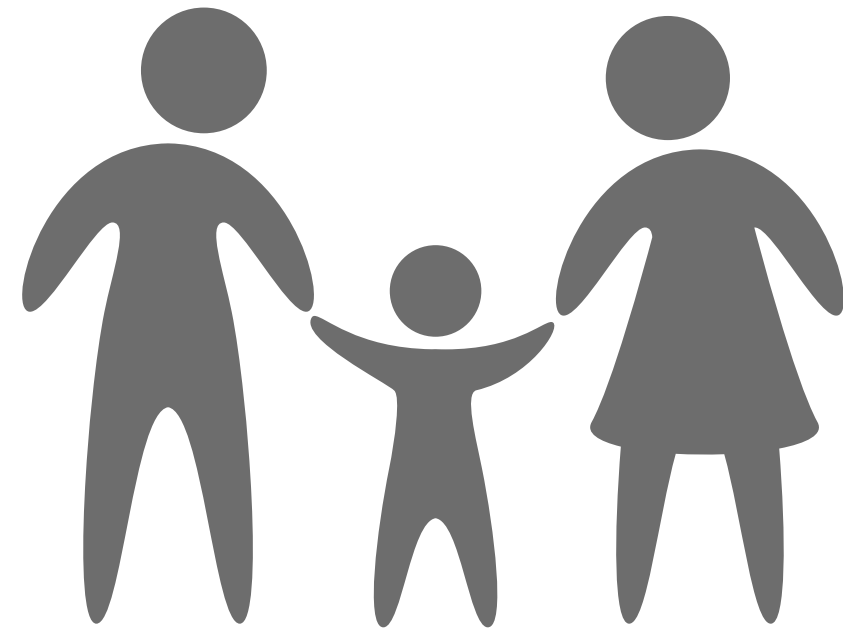
SY 22-23 Continue this goal

PRIORITY

CONTINUE TO FOSTER POSITIVE RELATIONSHIPS AND BUILD TRUST WITH THE UEA

EVIDENCE

1. Monthly UEA and Admin Team meetings and agendas

2. Implementation of any Memorandum of Understanding to ensure the success of bargained changes

3. Monitoring implementation of the CBA to ensure CO and building administrators are following the negotiated agreement and proposals as outlined in Yr. 3

4. Monitoring Performance Evaluation Guidelines (PERA) for teacher evaluations.

5. SY 22-23 will be a negotiation year - work with attorneys and the bargaining team to prepare our strategy, language changes, and financial proposals.

6. Continue the UEA Roundtable format and implement UEA/Board/Admin lunches in the schools before bargaining.

STANDARD 8:

MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The superintendent engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

PRIORITIES

SY 21-22 & 22-23 Continue this goal

1. Continue to promote positive stories for the media and initiate positive stories in the community
2. Continue to maintain a positive presence and actively participate in the schools and the community at events
3. Provide regular communication to staff and families
4. Continue to work with our Student Ambassadors to grow their student connections
5. Continue to find creative ways to incorporate student voice

EVIDENCE

1. Summary of events attended during the year
2. Compilation of news stories and positive interactions with the media
3. Continue to include the BOE on communication to USD116 and families
4. Increase participation and response rates for student, staff, and family engagements

STANDARD 9:

OPERATIONS AND MANAGEMENT

The superintendent manages school operations and resources to promote each student's academic success and well-being

PRIORITIES

1. Effectively oversee all grants, including Title, ESSER I, II, and III and Empower School Improvement grant spending
2. Oversee new grants acquired as part of the Anti-Violence work
3. Provide oversight for the Thomas Paine renovation project and ongoing facility projects (i.e., 205 N. Race, UAEC, new space).
4. Work with the BOE, County Clerk, or sub-committees with re-organizing our election sub-districts and any redistricting needs.
5. Monitor and provide oversight for litigation (i.e., EEOC, IDHR)

EVIDENCE

1. Timely completion of all periodic reporting measures to ISBE for all Illinois and Federal grants
2. Continue to keep the Board and the Thomas Paine community informed on the status of the renovation
3. Work with Adult Ed on their move once old CO is sold
4. Meet regularly with HR to ensure they are following the negotiated agreement related to hiring practices, TRS guidance, and recruitment and retention efforts.

STANDARD 10:

SCHOOL IMPROVEMENT

The superintendent acts as an agent of continuous improvement to promote each student's academic success and well-being

IMPLEMENTATION AND ONGOING MONITORING OF SCHOOL IMPROVEMENT TEAMS AND SIP GOALS

EVIDENCE

1. Ongoing meetings with Admin and School Improvement Teams during scheduled Staff Development Days, Program Council, SIP staff meetings, and Benchmark NWEA Data Digs
2. Use our data templates and 5Labs to monitor each school's progress on their two academic goals (literacy and math), social-emotional goal, and equity goal and progress toward their SIP goals to move all sub-groups into MAP's 60th percentile in the next 3 years.