

Board Retreat Results

6/5/17

Mission: To equitably educate the whole child so that every student reaches their full potential.
(graduates with the tools and skills to reach their full potential)

Vision Statement:

1. Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers, they will know and understand how to be successful in a global society.

Belief Statements:

- **We believe that Equity** is a/the lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity
- We believe that the district must meet the needs of the whole child providing wrap around services and social and emotional supports.
- We believe our classrooms/schools should be vibrant, joyful spaces, where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/Personalized for each individual child including student with disabilities, gifted and talented students, and English language learners so that they have the support and opportunity they need to flourish

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- We believe that instruction should be customized/Personalized to meet the learning needs for each individual child including (students with disabilities, gifted and talented students, English language learners, from low-income, race) so that they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective (personnel) are the keys to enhancing the quality of education and increasing student achievement
- We believe that the community has a
- **We believe that meaningful engagement with the community is important in all major decision making**

Constraints

Board for the Superintendent

Shall Not:

- ▶ Allow title 1 schools to not have a community school framework with a well functioning wrap around services program
- ▶ Require teachers to administer more than 2 benchmarks per semester (reduce time on test prep)
- ▶ **Allow African American students to be overrepresented in our DAEP programs**
- ▶ **disparate treatment among all protective classes as determine by**
- ▶ Hire a principal from an IR school to go to another IR school
- ▶ Populate IR or formerly IR schools with long-term substitute teachers
- ▶ Allow total number of ir campuses to operate without fully implemented instructional systems designed to collect, analyze, and use a variety of data to improve learning for every student
- ▶ Allow the gap between AA students and other groups to increase in any data category-academics, discipline, graduation, etc