

Supportive Culture

March 20, 2023



OUR GOALS AND STRATEGIES

WHAT WE WILL ACHIEVE

WHAT IS OUR PRIORITY WORK

Goal: Academic Success	Goal: Supportive Culture	Goal: Family and Community Connections	Goal: Staff and Organizational Effectiveness	Goal: Resource Equity and Efficacy
All students will demonstrate continuous academic growth leading to college, career, and life success.	All students will attend school in a safe, supportive, and engaging environment.	District 105 will enhance learning partnerships by connecting schools, families, and communities to extend learning opportunities and resources.	District 105 will make a difference in the success of each student by retaining, and cultivating a high-quality, diverse, collaborative staff.	District 105 will make effective and efficient use of its resources to ensure the educational success of our students.
Key Performance Indicators <ul style="list-style-type: none"> Annual Progress Targets in Reading and Math District Learning Goals Readiness: Grades 3, 6, and 8 High School Transition Achievement Gaps Close 	Key Performance Indicators <ul style="list-style-type: none"> Student Attendance Student Satisfaction Student Engagement Social and Emotional Learning Success of Interventions Co-curricular activities 	Key Performance Indicators <ul style="list-style-type: none"> Family Satisfaction Family Engagement ELL Families Volunteer Expectations Community Partners Service Learning Opportunities 	Key Performance Indicators <ul style="list-style-type: none"> Staff Satisfaction Collaboration/PLC teams Retention Certification and Diversity Continued Learning 	Key Performance Indicators <ul style="list-style-type: none"> Cleanliness Safety and Security Technology Financial Profile
Strategies for Academic Success	Strategies for Supportive Culture	Strategies for Family and Community Connections	Strategies for Staff and Organizational Effectiveness	Strategies for Resource Equity and Efficacy
<ol style="list-style-type: none"> Close gaps in achievement to ensure all students grow, learn, and achieve. Research, explore, and standardize current impactful and engaging instructional practices. Ensure fidelity of units of instruction implementation across the district. 	<ol style="list-style-type: none"> Refine our systems of supports to ensure students' social and emotional needs are being met. Refine our systems of supports to ensure students' academic growth and development needs are being met. 	<ol style="list-style-type: none"> Strengthen unity and cross-cultural connections throughout the district. Provide opportunities for families and the communities to extend learning. 	<ol style="list-style-type: none"> Empower staff to use data and other evidence to make decisions that positively impact teaching and learning. Ensure purposeful professional learning opportunities are provided within schools, across schools, and outside of the district. 	<ol style="list-style-type: none"> Establish resource equity across schools. Develop a sustainable business plan.

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All students will demonstrate continuous academic growth leading to college, career, and life success.	All students will attend school in a safe, supportive environment.	District 105 will enhance learning experiences for all students.	District 105 will empower staff to use data and evidence to make important decisions in learning and teaching.	District 105 will make effective and efficient use of its resources to ensure the educational success of our students.
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Strategies for Supportive Culture

4. Refine our systems of supports to ensure students' social and emotional needs are being met.

5. Refine our systems of supports to ensure students' academic growth and development needs are being met.

D105's Commitment to Responsive Classroom

- *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline.
- It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.



Tonight's Focus: All things SEL:

- Zones of Regulation
- Classroom/Morning Meetings
- Schoolwide & Classroom Expectations
 - Hopes & Dreams

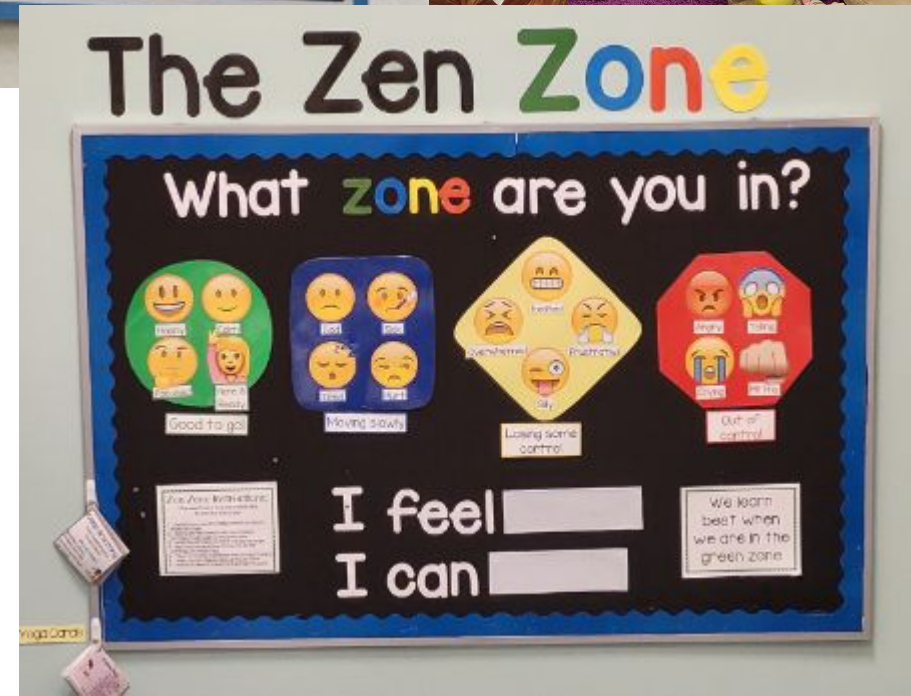
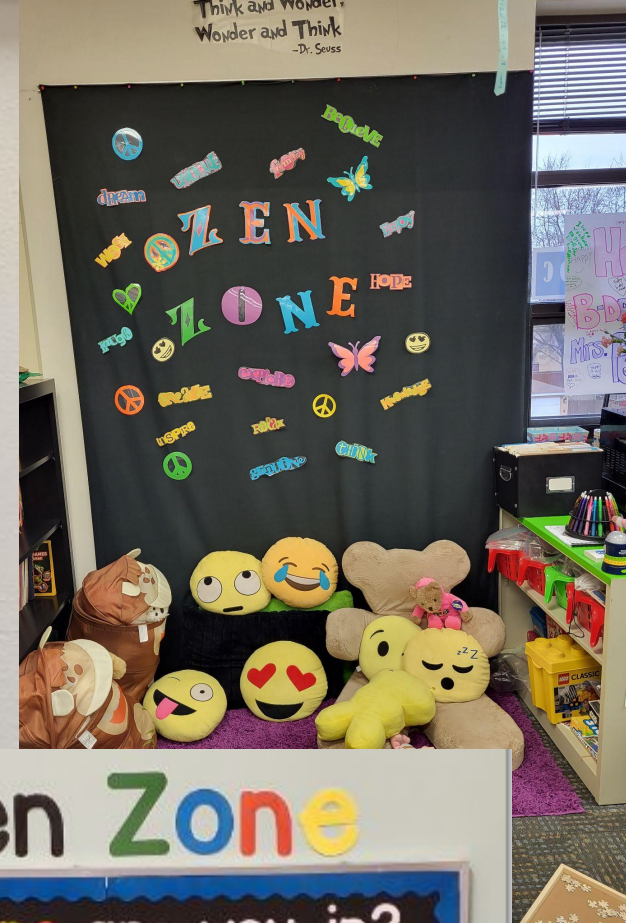
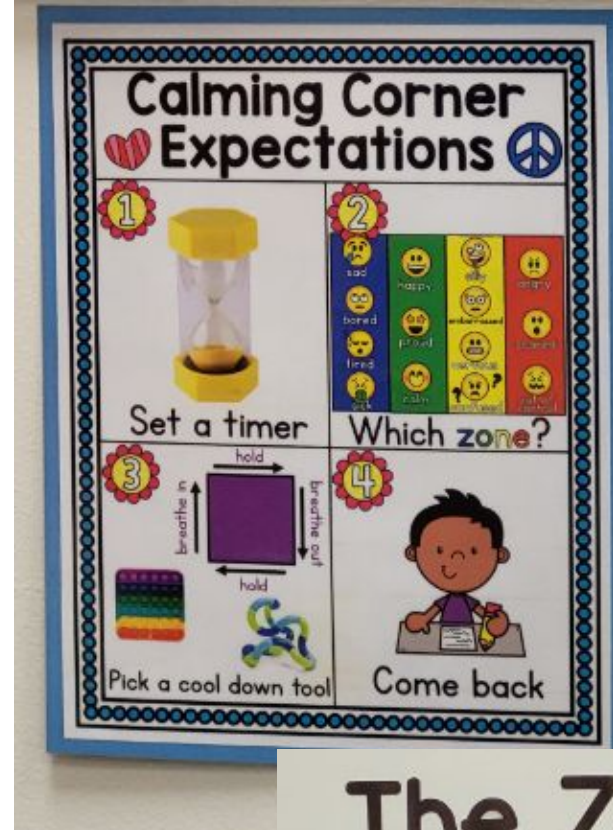


To be used with The Zones of Regulation™ curriculum
Reproducible E

The ZONES of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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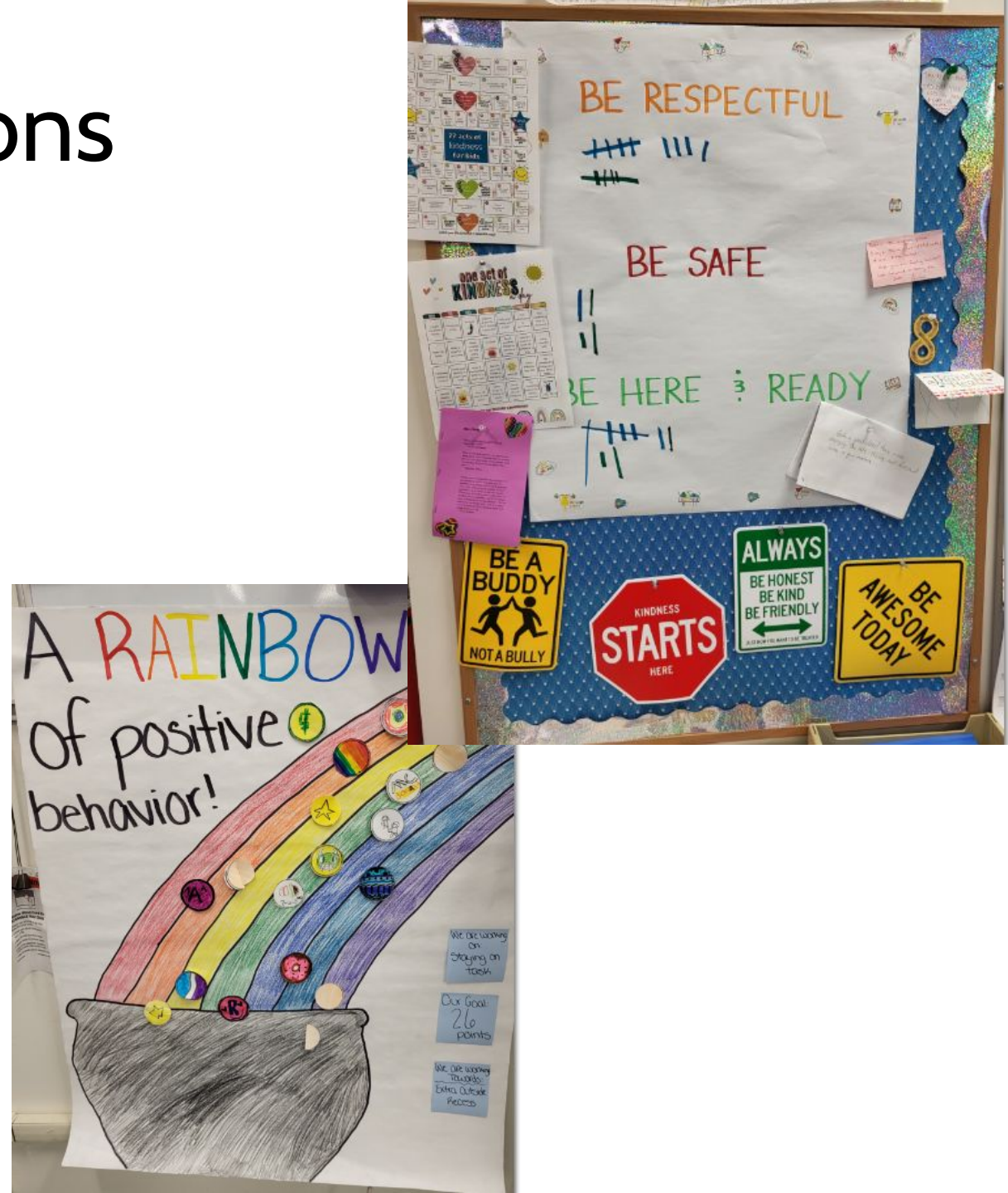
Classroom Meetings

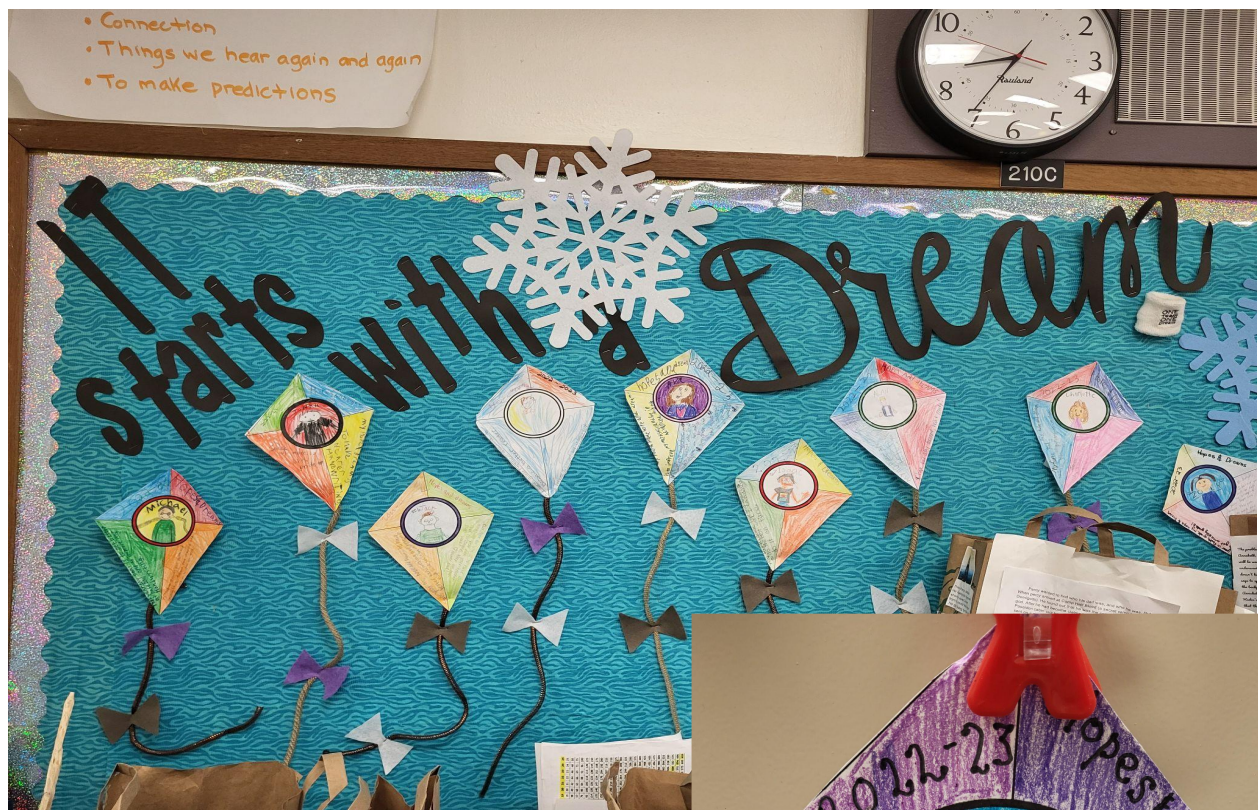
Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. At some point throughout the day, students and teachers gather together and interact with one another.



Schoolwide Expectations

- Helps children understand behavioral expectations, learn social skills, and feel secure and cared for.
- A sense of community develops as all children and all teachers participate in school routines, from the small, daily procedures in the classroom, lunchroom, and at recess, to the large all-school celebrations.
- Provides clear and consistent language for all staff and students to use.

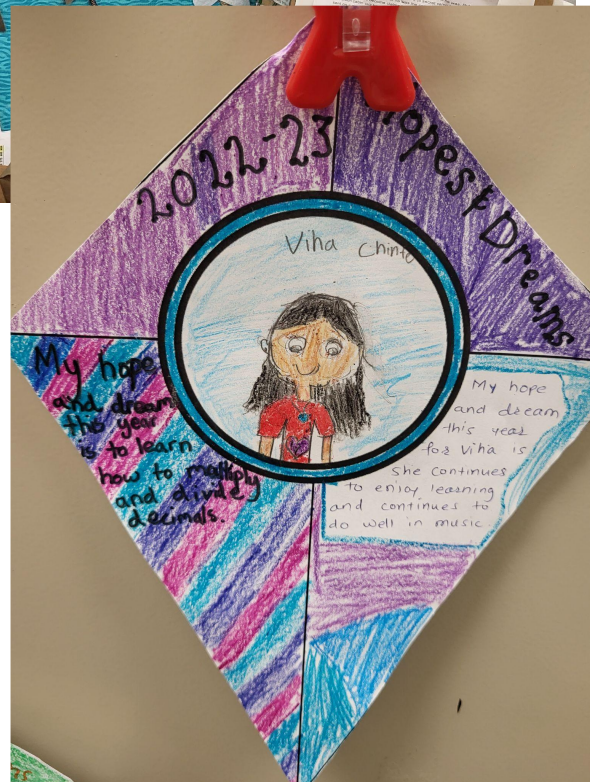




- Connection
- Things we hear again and again
- To make predictions

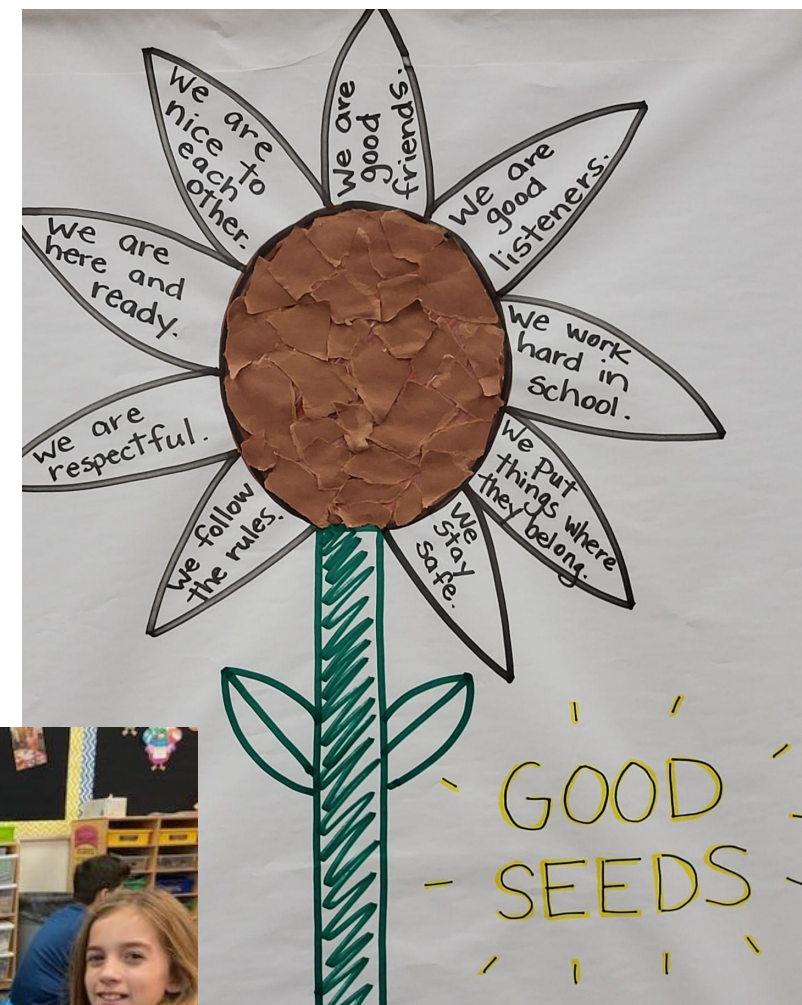
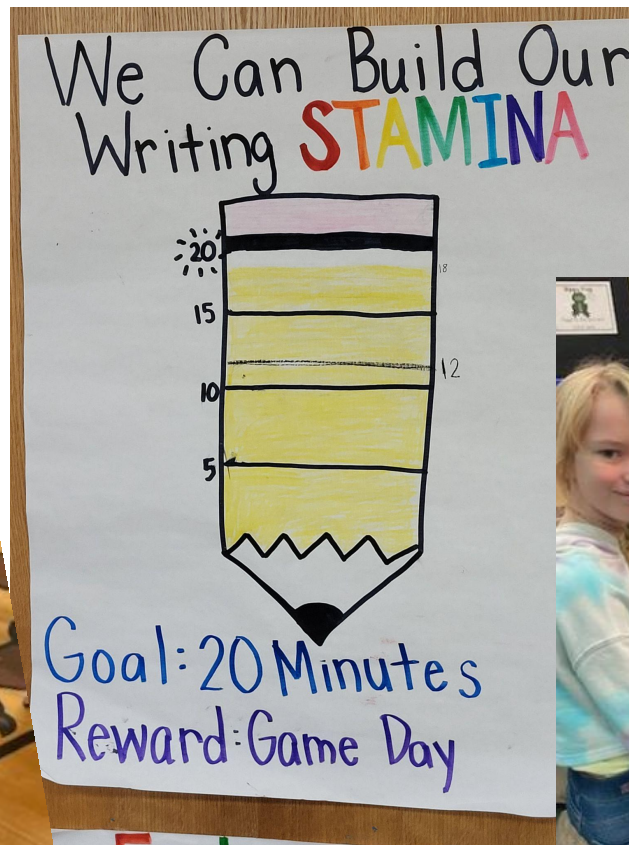
Hopes & Dreams

In classrooms using the RC approach, teachers begin the year generating "Hopes and Dreams." They offer their own hopes for their class and then invite students to construct hopes of their own. As we create and speak our hopes, we begin to imagine a year full of shared challenges and celebrations.



Supportive Culture

An SEL presentation from the student's perspective.



<https://www.wevideo.com/view/3000988045>

Thank you!!!

A big thank you to Erin Hall one of my SEL Co-Champions, Charlotte Kopecki and the 7th Ave. students that so candidly shared their SEL and RC strategies with the Board!