

## **Superintendent Jette's Goals 2021 -2022**

By November 2021, MPS will move to Virtual Parent-Teacher Conferences to accommodate parent/guardian schedules and to increase parent/guardian participation. Note: In-person meetings/Team meetings will be accommodated upon request throughout the year.

By June 2022, MPS will enhance communication and understanding of district goals and initiatives by conducting 4 public forums (in-person and virtual) for families to discuss Teaching & Learning, Equity Initiatives, SEL, Facilities, Enrollment, Budget, Transportation, etc.

By June 2022, MPS will conduct 2 surveys (1 for students and 1 for families) to solicit their feedback on the effectiveness of the district's communication and initiatives throughout the 2021-2022 academic year.

By June 2022, I will work with the IT Director and Communication Specialist to incorporate an automatic translation system that will translate most information disseminated by the district. This feature via Blackboard will afford families the opportunity to have text converted to the primary language spoken at home.

By January 2022, MPS faculty and staff will collaborate to merge the findings of the District's Quality Review with the District's Strategic Plan and develop a comprehensive strategy and action plan that will focus on key initiatives such as Teaching & Learning, Equity, SEL and Student & Family Engagement to focus on for the next 3 years

By June 2022, I will conduct 6 intentional learning walks alongside Principals and Curriculum Coordinators/Directors focusing on key aspects of Teaching and Learning, Equity, SEL and Student Engagement to calibrate our understanding and to enhance teaching and learning outcomes

By June 2022, Individual School Improvement Plans and Principal Goals will be linked and aligned to the District's Strategic Plan

By January 2022, through grant funding, MPS will recruit, hire and onboard a Restorative Justice Coach to lead ongoing relevant peer mentoring/coaching and structured professional workshops in the use of Collaborative Problem Solving, Restorative Practices and PBIS for all staff working in the schools.

By June 2022, MPS will review, assess and revise where needed the disciplinary protocols and procedures to eliminate any biases.

By September 2022, MPS will provide professional development, structure, and scaffolding to support a positive cultural shift in the consistency to which PBIS and Restorative Practice are utilized throughout the school day so that when discipline issues arise, staff implement a new tool kit to address the issues with an equity lens.

June 2023 PreK, K teachers will complete 8 - 10 days of professional development with topics including: UDL, RTI, MTSS, Difference between Academic Weakness and Academic Learning Style, etc.

The district will identify an Early Educational Coach who will support teacher implementation of various strategies in his/her classroom through teacher coaching and mentoring

The district is implementing an initial evaluation team to provide equity in the eligibility process from K-5. This team will be designed to ensure that students across all 4 elementary schools have a comparable experience in their eligibility process.

By June 2022, PK-12 Social Studies curricula will be selected. Funding for the new curriculum will be identified in the FY 23 Budget.

By June 2023, PK-12 teachers would have begun the process of adopting the new curriculum and engaged in the professional development necessary to implement it with fidelity.

By June 2023, an elementary school math curriculum will be selected. Funding for the new curriculum will be identified in the FY 24 Budget.

By June 2024, elementary school teachers will have begun the process of adopting the new math curriculum and engaged in the professional development necessary to implement it with fidelity.

By September 2024, MPS will increase the number of students of color in the Advanced Placement Course by 5% .

By June 2023, MPS students K-8 will demonstrate grade level proficiency in ELA and math for their current grade level as well as their previous year's grade level evidenced by the same pre-pandemic (e.g. SY18-19) proficiency rates thus eliminating the disproportionality between student groups. (SC)

By June 2023, (racial disparities) disproportionality in grade level proficiency of MPS students K-8 will be eliminated or substantially reduced. (SC)

By September 2023, MPS will evaluate intervention supports and programs to assess the effectiveness of each and look at opportunities to implement other researched based interventions/programs.

By December, 2021, I will work with the Senior Director of Educational Equity to review her job description, narrow her scope of work and assist with the prioritization of her goals for the next two years.

By February 2022 - All Principals will engage in an Anti-Bias Training to bring awareness to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner during the recruitment and hiring process.

By June 2022, MPS Leadership and Special Education Personnel will review the referral process with the intent of developing a consistent process of making referrals without bias and reducing the number of Black/African American students referred to Special Education.

By June 2022 - Through grant funding, all MPS faculty and staff will receive training on trauma. The intent is to make sure all faculty and staff understand trauma in a broad and inclusive way; recognize the effects of trauma on students, families, school administrators and staff, and communities; learn a process for

implementing a schoolwide trauma-sensitive approach; and integrate trauma-sensitive practices into their daily operations.

By June 2022, I will work with the SEL Advisory team to incorporate a measurement tool (Intellispark Survey) K-12 to measure the Social/Emotional and Behavioral Health of our students. We will use that data to identify student needs and incorporate the appropriate supports.

By June 2022, a select group (24) of MPS faculty and staff will research and identify evidence-based interventions in response to student self-reported assessments of their social, emotional and behavioral health concerns.