

Adlai E. Stevenson High School

Vision Statement

Curriculum

In order to ensure “Success for Every Student,” Stevenson High School dedicates itself to a comprehensive and clearly articulated curriculum comprised of what should be learned, how it will be taught, and how learning will be assessed. From the classroom to the athletic field and in all activities, students prepare to thrive in a global community and learn to accept the challenge and responsibility of participating and leading in a democracy.

To attain this vision:

- A. Students learn important academic content, analyze and think critically, attain physical well-being, and develop social and emotional competencies.
- B. Curriculum, instruction, and assessment are dynamic, intellectually challenging, and attentive to the diverse learning needs of students.
- C. Formative and summative assessment monitor student learning and track progress toward explicit learning targets, inform instruction, and support programmatic decisions.
- D. Curricular teams collaborate to meet educational goals through the use of technology, interdisciplinary learning, and innovative teaching techniques.
- E. Students actively engage in their learning and the assessment of such learning. Feedback provides focus for learning and growth and promotes individual improvement.
- F. Students learn leadership skills in all curricular and co-curricular pursuits.

Equity and Access for All Students

In order to ensure “Success for Every Student,” Stevenson High School establishes high expectations for all students and provides the support required to help them meet those expectations. Every student is recognized and valued as an individual, and the creation of support systems allows each student to attain the high standards the community holds for them. Staff members understand the importance of pursuing equity; therefore, they provide each individual student with appropriate levels of support to meet or exceed expectations.

To attain this vision:

- A. Faculty and staff provide students with access to opportunities and resources that allow students to meet high expectations for learning in academic, social, and emotional

contexts.

- B. Faculty and staff provide students with necessary support and interventions to ensure achievement of curricular expectations and appropriate social and emotional development.
- C. Faculty and staff provide students with the information and support to develop educational and career goals for transitioning to, through, and beyond high school.
- D. Faculty and staff teach and guide students to accept increasing responsibility for their learning, decisions, and actions.
- E. Faculty and staff provide students access and encouragement that allows students to explore and take advantage of the variety of opportunities for participation in curricular and co-curricular programs.
- F. Faculty and staff encourage students to persevere and excel intellectually and ethically as they actively engage in academic and co-curricular pursuits.

Building a Professional Learning Community

In order to ensure “Success for Every Student,” the Board of Education, administration, staff, students, parents, and community commit to collaborative practices that ensure continuous improvement and progress toward the vision. The collective expertise and passionate commitment to learning drives individuals to excellence in their fields.

To attain this vision:

- A. All members of the school community actively promote and uphold the District’s mission, vision, values, and goals.
- B. The District commits to recruiting, developing, and retaining individuals who embrace the school’s mission, vision, values, and goals.
- C. All adults commit to developing and contributing to high-performing collaborative teams to better serve and support all students.
- D. All members of the learning community understand that personal and professional development depends on goal setting resulting from thoughtful and critical reflection, which leads to continued learning and growth.
- E. Everyone commits to innovation, collective inquiry, evidence-based decision-making, and reflects on the results of teaching and learning.

A Culture for Learning

In order to ensure “Success for Every Student,” Stevenson High School establishes a safe, caring environment and fosters a culture that is highly collaborative, enables everyone to engage in ongoing learning. Stevenson dedicates itself to meaningful teaching and learning experiences. Such a culture maximizes learning, builds mutual respect between all members of the Stevenson community, and supports high levels of collaboration.

To attain this vision:

- A. All members recognize and appreciate the diversity in the greater school community, encourage mutual respect, and promote social awareness among all school stakeholders.
- B. Learning is dynamic and socially constructed, requires student engagement and collaboration, and supports relationships with peers and teachers.
- C. Students learn to balance the curricular and co-curricular aspects of school life to promote personal growth and life-long learning.
- D. All members value social-emotional learning and work diligently to serve as models for all members of the school community.
- E. The community promotes and models healthy life choices and responsible decision-making as we continue to work to eliminate alcohol, drugs, violence, and bullying.
- F. The community promotes, recognizes, and celebrates individual and collective effort and achievement.
- G. The district maintains an environmentally responsible physical facility that meets the needs of all members of the Stevenson community and meets the learning needs of the 21st century.

Community Engagement

In order to ensure “Success for Every Student,” Stevenson High School values the importance of strong collaborative relationships with its extended community — families, residents, businesses, government agencies, and other educational systems. Stevenson recognizes its position as a leading professional learning community and actively participates in state, national and global educational initiatives.

To attain this vision:

- A. The school provides shared-learning opportunities for the extended community to foster partnerships promoting the District's vision and values.
- B. The extended community provides the various resources that enable the school to offer exemplary academic and co-curricular programs and, in turn, expects effective stewardship in the use of those resources.
- C. The extended community utilizes school resources and facilities.
- D. Parents play an active role in the education of their children, monitor their children's academic performance, and work collaboratively and positively with staff to maximize their children's educational experience.
- E. The school, business community, and other organizations collaborate to provide authentic learning experiences for students and staff, thereby reinforcing the relevance of the academic and co-curricular programs.
- F. The school continually seeks effective partnerships with consortium districts and post-secondary institutions to maintain articulation and provide seamless transitions.
- G. The school promotes community participation through volunteer efforts, service learning, and leadership opportunities.
- I. The school reaches out to use expertise in the community in order to develop authentic career experiences and opportunities for growth that ignite a passion for learning and exploration beyond the classroom.