

# CORE VALUES

## - LEARNING -

C hallenge Through Programs  
H old High Expectations  
S tructure Student Options

## - LEADERSHIP -

C ontribute to the Common Good  
of School & Community  
H elp Students Participate  
S eek Self-Discipline

## - LIVING -

C ultivate Diversity  
H onor Others  
S tress Responsible Student Choices

*"Until we send the message, from day one in each classroom that quality matters and that work will be rejected unless and until it is up to standard, then students will know we do not require excellence. Why don't we routinely require poorly done work to be resubmitted in acceptable form? ... Too many students learn now that work is satisfactory if they merely followed the direction and turned something in."*

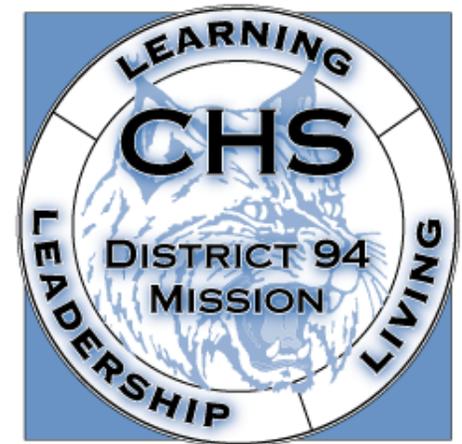
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# HIGH EXPECTATIONS

## MISSION

Community High School  
strives to promote and provide  
growth experiences in  
**LEARNING, LEADERSHIP  
and LIVING.**



Community High School  
District 94

West Chicago, Illinois

# HIGH EXPECTATIONS

John W. Gardner wrote in *Excellence — Can We Be Equal and Excellent Too?*, “If there are no expectations, there will be little performance.” Community High School District 94, through its mission, is committed to holding high expectations for students, staff and community. These expectations are set forth in the vision statements adopted as a part of the Mission Statement.

## MISSION

### LEARNING

#### Students who ...

- accept and value responsibility for their own work.
- seek to avail themselves of as many quality learning experiences as possible.

### LEADERSHIP

- take full responsibility for their conduct.
- conduct themselves in a manner that protects the safety as well as the physical, emotional and social well-being of all.
- give time and talent to serve the school community.
- practice good citizenship.

### LIVING

- can function successfully and constructively in a global society.
- choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society.

#### A school that ...

- promotes doing different things, in different ways, at different times to achieve a common goal.
- provides students with opportunities to make decisions about their own learning.
- informs students of the kinds of behaviors, expectations, standards and work products that are sought.
- tailors programs to the interests, abilities and needs of students.
- provides programs that are truly unique, of exceptional quality and exemplary within and outside the local school community.
- hires staff who value and pursue excellence in their own personal and professional lives.
- perceives changes in technology and society as opportunities to improve, sometimes dramatically, the way instruction is packaged and delivered for the benefit of students.

- holds students accountable for work, expectations, respect and actions.
- complies with the requirements set forth by the various governing bodies in education.
- demonstrates teamwork and provides opportunities for student teaming and leadership.
- serves as a community resource.
- encourages participation and leadership development in and beyond the classroom.
- celebrates leadership success.
- accommodates leadership programs and promotes instructional flexibility.
- values and appreciates leadership excellence in all staff roles.

- gives students choices from creative, innovative and progressive learning opportunities.
- encourages and models life-long learning.
- gives students choices about learning opportunities in the academics, the arts, social skills, character development and extracurricular activities.

#### A school community that ...

- bases all decisions on the interest, welfare, learning and growth of students.
- promotes an understanding of why and how learning is critical to a student's future and life satisfaction.
- provides equipment, materials and educational resources consistent with the pursuit of excellence and District resources.
- stays current, challenging and consistent with, and connected to, the real world.

- maintains a vigorous interest in public education and provides resources to accomplish publicly-endorsed goals and objectives.
- invites parents to challenge and encourage their students to achieve at a high level, continually reinforce their efforts and praise them for quality work.

- respects and values people of all racial, ethnic, cultural, religious and socioeconomic heritages.
- understands, appreciates, values and respects the uniqueness of life and individual potential.
- relates to all others in a positive and respectful manner.
- appropriately recognizes, appreciates and celebrates differences.