Findings from the Minooka Elementary District 201 Strategic Plan Vision Retreat

The strategic plan team met on April 25 to conduct a Vision Retreat. The following summarizes the team's findings.

Activity One: Review stakeholder feedback and revise the SWOT Analysis from the Data Retreat.

Table Team Suggestions for SWOT Analysis based on stakeholder feedback review

Table A	Table B	Table C	Table D
Strengths	**Strengths**	**Strengths**	**Strengths**
Eliminate: Student achievement in grades 3-8 above sate average on PARCC state assessment Eliminate: Social-emotional supports for students Eliminate: Technology Eliminate: History of fiscal transparency and responsibility	Replace: PARCC Assessment with state assessment Clarify: Social-emotional supports for at risk students Eliminate: Technology Eliminate: Operational per pupil expenditure lower than neighboring district and replace with Effective use of resources producing above average student outcomes	Combine: Student achievement in grades 3-8 above state average on state assessment while operational per pupil expenditures are low Eliminate: technology	Replace: PARCC Assessment with state assessment Combine: state assessment and MAP assessment statements Replace: Technology with Technology Accessibility and Infrastructure Replace History of fiscal transparent and responsibility and Operational per pupil expenditure lower than neighboring districts with Fiscal responsibility while maintaining student achievement and growth

Weaknesses	Weaknesses	Weaknesses	Weaknesses
Clarify: Internal Communication school to school, articulation K-12	Replace: PARCC Assessment with state assessment PARCC Assessment with state assessment Eliminate: Internal communication Add: Social emotional supports for students Replace: Teacher collaboration and collective responsibility with Districtwide collaboration and collective responsibility Eliminate: Additional support for struggling students	Replace: Teacher collaboration and collective responsibility with Teacher collaboration between buildings Replace: Parent engagement and communication with Parent engagement Replace: Debt management escalating with Annual debt payout	Eliminate Internal Communication Eliminate: Teacher collaboration and collective responsibility Replace: Parent engagement and communication with Consistent an varied parent engagement and communication
Opportunities	**Opportunities**	**Opportunities**	**Opportunities**
Eliminate: Increase financial resources/failed referendum/community financial support Add: Explore community foundation to increase resources Add: Explore ways to reallocate dollars to make every dollar count	Add: Gifted/Advanced students Add: Increase social supports for general population	Combine: Increase financial resources/failed referendum/ community financial support and other community support and relationships/working with businesses and other agencies	Add: Community engagement along with support ideas Replace: Staff diversity with Increase staff diversity/ education

Add: Use Data to guide instruction and improve student achievement			
Threats	**Threats**	**Threats**	**Threats**
Add: Fiscal Responsibilities	Add: Student safety	Change: State funding uncertainty to include other legislative uncertainty Change: Teacher Pensions to Pension Reform	Threats Change: Teacher Pensions to Possible changes in funding system which may shift the cost to the District

The final SWOT Analysis is presented below.

MINOOKA CCSD 201 DRAFT SWOT ANALYSIS	
STRENGTHS: What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?	**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaint about? What do we seem to have a hard time doing well?
• Student achievement in grades 3-8 above state average on state assessment • Students are demonstrating growth on MAP assessment in all grades K-8 • High quality staff • 91% teacher retention rate • Loyalty and Pride among staff • 95% Student attendance rate • Thriving Pre-School and Primary Center Programming • Variety of extra programs and activities for students	• Number of students demonstrating readiness on state and MAP assessments • Achievement gaps among subgroup student populations • Additional support for struggling students • Program Coherence: Curriculum implementation and consistencies among schools • Districtwide collaboration and collective responsibility • Lack of space at the primary center, intermediate school, and junior high school • Larger class sizes in the upper grades • Parent engagement and communication • Paying off Debt

OPPORTUNITIES: What opportunities for improvement do we know about, bit have not addressed? Where with a little work could we change a weakness into a strength?	THREATS: Who or what threatens us the most? What challenges re coming that we must respond to? What might block our progress?
• Bridge the relationship between the elementary and high school district • Better use of satisfaction survey data, analysis, reporting, and action • Better meet social and emotional needs of students • Continued integration and expansion of use of technology • Data analysis and progress monitoring to guide instruction • Increased community engagement and support • Improved staff diversity and education • Additional support for students who need more rigor and challenge • Program and service evaluation to be certain current dollars are being used effectively	• State funding and legislative uncertainty • State unfunded mandates • Competitive salaries and benefits • Changes in state assessment • Pension Reform • Student enrollment increases and future space needs • Student Safety

Activity Two:
The next activity was to address the key question, "Where do we want to be"? The team investigated electronically a series of programs and schools who have been recognized for their ability to utilize best practices and prepare students for college, career, and life readiness. They then crafted some ideas for mission, vision, and core values. Their work is summarized below.

Mission	Table Ideas/ Key Words and Phrases
A mission: • Tells a story, in a few words that defines why the organization exits. • Describes the core purpose of the organization that is persistent over time. • Answers the following questions: Why does this organization serve and how are the served? What is the organizational purpose? • Incorporates features of the organization that highlight its uniqueness and define its purpose. • Helps define why the organization exits. • Focuses on satisfying customer needs. • Take the form of: "Our mission is to provide (what) to (whom) in order to (provide what benefit) while (maintaining what values).	Table A: Success, readiness, growth, comprehensive, culture, growth, collaborative, learning<hr>Table C: Modern learning, ready for next level, Expand student potential, Problem based learning, critical thinkers, collaboration

Criteria for evaluating a mission statement:	Table D:
✓ Is it clear and understandable?	Whole child, engaged, learning, growth, potential, opportunity
✓ Is it brief enough for most people to remember and say in one breath?	
✓ Does it clearly specify the school's fundamental purpose?	
✓ Does is have a primary focus on a single strategic thrust (such as learning)?	
✓ Does it reflect the distinctive competence and culture of this school?	
✓ Is it broad enough to allow flexibility in implementation, but not so broad as to create lack of focus?	Table E: Potential, learners, altruism, creating critical thinkers through building strong foundations
✓ Will it help school personnel, parents, and community members make decisions?	
✓ Is it energizing and compelling? Does it motivate and inspire employee commitment?	
✓ Does it say what you want your district to be remembered for?	

Facilitator Summary
Draft Mission:

Produce critical thinkers and problem solvers who reach their potential and are ready for their future.

Vision	Table Ideas/ Key Words and Phrases
A vision:	Table A:
• Describes where the organization wants to be, typically three to five year in the future. Focuses on the district's "North Star."	Personalized learning, responsibility, independence, accountability. High expectations, community partnership, engaged students, innovative and engaged instruction
• Vividly captures the organization's "picture of the future".	Project based learning
• Is brief and easy to understand and communicates a message that is emotionally inspiring, to create a passion to contribute to the organization's future success.	
• It is audacious and takes you way beyond where you are to the "mountain top."	Table B: Students prepared for next level, embedded technology, Critical Thinking and Problem Solving, Citizenship-positive contribution to community, Parents active participants,
• It builds on core competencies. It give employees a larger sense of purpose so they see themselves as building a cathedral instead of laying stones.	
• The vision takes the form of "Our vision is to become (achieve, improve, etc.) by (date)."	
Criteria for evaluating a vision statement:	Table C:
✓ Does it manifest our mission?	Community involvement, Real world application, Shared set of rigorous skills, Learning extends
✓ Is it concise and compelling?	beyond the classroom, Student responsibility and
✓ Is it inspirational?	

✓ Does it communicate promise? ✓ Does it create an image of something that cannot be seen today, but is possible tomorrow? ✓ Does it focus on ends not means? ✓ Does it manifest the mission and values?	accountability, Leveraging technology, Parents as partners, Flexible and nimble, individualized learning environment
	Table D: Shared responsibility, High effective educators, growth mindset, mindfulness, self-directed learners, student accountability, discoveries, life long learners, embrace individual differences

Facilitator Summary

Draft Vision:

Students reach their potential and are ready for their future when they are:

➢ Accountable for the performance of a set of rigorous academic skills and competencies to be ready for the next level of learning.

➢ Responsible for the performance of a set of rigorous skills and competencies to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

➢ Leveraging technology, research, and other tools to extend learning beyond the classroom and throughout life.

➢ Guided by effective educators who engage and challenge learners through innovative, authentic real world applications.

➢ Supported by parents who partner in a shared responsibility with educators to serve as good role models to encourage and serve as advocates for learner success

➢ Equipped with sufficient and equitable resources of people, time, and money to do their best.

Core Values	Table Ideas/ Key Words and Phrases
Core Values: • Describe what the organization stands for in the context of its mission and vision. • Guiding principles, defining the code of conduct and behavior that is expected of all employees. • Provide ethical guidelines for decision-making and daily conduct. • Are aligned with organization vision, mission and culture. • Should be described in vivid behavioral terms. • Are represented in a phrase but not a sentence or paragraph. • Should not include more than 5-7 so they can be memorable. • Supports mission and vision.	**Table A:** Empathy, Respect, Safety, integrity, Mastery, fiscal responsibility
	Table B: Student-Centered, Responsibility, Collaboration, Civic Duty, Engagement, Innovation, Community, Global Perspective, Diversity
Criteria for evaluating a value/ commitment statements:	**Table C:**

✓ Does it manifest our mission and vision? ✓ Is it compelling and based on a belief we would not compromise? ✓ Is it a guiding principle that guides behaviors and actions? ✓ Is it clear and easy to understand? ✓ Does it create an unwavering and unchanging guide? ✓ Is it something we will hold each other responsible and accountable for our actions? ✓ Is it something we would want future staff members to support? ✓ Does it have a commitment to describe what we would do to move the belief to action?	Perseverance, Passion, Shared responsibility, Transparency, Collaboration, Trust, Ethical
	Table D: High Quality, Integrity, Respect, Collaborative, Innovative, Community, Resilience, Equity, Diversity

Facilitator Summary
Draft Core Values:
Core values that guide our behaviors and actions include:

Trust, Empathy, Respect, Diversity, Equity, Safety, Innovation, Engagement, Responsibility, Perseverance, Collaboration, and Transparency

The Facilitator offers this draft as a synthesis of their work. The team will use this draft at its next meeting as a starting point to revise mission, vision, and core values.

Strategic Foundation or Preferred Future	
Mission Statement: Our Core Purpose Why do we exist?	**Vision Statement: Our Preferred Future** Where are we headed? How will we know when we are there?
Produce critical thinkers and problem solvers who reach their potential and are ready for their future.	**Students reach their potential and are ready for their future when they are:** ➢ *Accountable for the performance of a set of rigorous academic skills and competencies to be ready for the next level of learning.* ➢ *Responsible for the performance of a set of rigorous skills and competencies to integrate skills, attitudes, and*

Core Values: How we act and behave **What do we stand for?**	*behaviors to deal effectively and ethically with daily tasks and challenges.*
Trust Empathy Respect Diversity Equity Safety Innovation Engagement Responsibility Perseverance Collaboration Transparency	➢ *Leveraging technology, research, and other tools to extend learning beyond the classroom and throughout life.* ➢ *Guided by effective educators who engage and challenge learners through innovative, authentic real world applications.* ➢ *Supported by parents who partner in a shared responsibility with educators to serve as good role models to encourage and serve as advocates for learner success.* ➢ *Equipped with sufficient and equitable resources of people, time, and money to do their best.*