

**Community
Consolidated School
District 62**

Vision Retreat
Participant
Handout



The Vision Retreat provides an opportunity for the strategic plan team to develop a shared understanding of the current mission, vision, core values and strategic themes and build upon those ideas to move the district forward in answering the question, *“Where do we want to be five years from now that is different than where we are today?”*

The Vision Retreat offers an opportunity for the plan team to review the components of a continuous improvement framework based on research best practices and benchmark where the district is in relation to those practices.

The outcome of the day is for the plan team to describe a clear vision for the future through a product known as a Preferred Future Statement.

Common Vocabulary

Core Values	The district’s beliefs and principles that articulate the culture of the organization. These are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.
Mission	The district’s purpose is described in the language of the business, including who is served and what products, programs and services are provided to customers and stakeholders.
Portraits	

Strategic Theme	Three of four strategic focus areas that build on the customer value proposition to define the organization’s high-level business strategy; breaks down the vision and mission into action and focuses energy on desired strategic results.
Vision	A vivid, emotionally inspiring, time-specific picture of a future to which the organization aspires. A description of how the district will look, sound and feel differently that it is today.
Vision Result	An achievable stretch target identified in order to measure the success of an organization’s vision statement. Sometimes this is referred to as a Preferred Future Statement

Strategic Foundation or Preferred Future

When we complete our work today, we will have the concepts to produce a Strategic Foundation or Preferred Future Statement. We will share this product with those we represent and seek their feedback between the Vision Retreat and the Setting Direction Retreat.

Mission		Motto
Vision- North Star		
Graduate Portrait	Adult Portrait	System Portrait
Core Values		

Community Consolidated School District 62

SWOT ANALYSIS

Strengths: What is going well	Weaknesses: What needs attention
<ul style="list-style-type: none"> ● Student enrollment with strong diversity among students, family, and community. ● Mathematics, English language arts, and science student achievement increasing last three years on state assessment. Outperforming neighboring district with similar demographic makeups on state assessments. ● Highly qualified, caring staff members with many advanced degrees, endorsements, and certification in multiple subject areas. ● High staff retention with 32% living in the community. ● Strong financial health with highest state financial rating, balanced budget ● Debt free by 2025 paying off all building improvement expenses from prior referendum. ● Advanced technology with devices and support to enhance teaching and learning. ● District action to enhance safety and security. ● Supportive community who values public education. ● Our high level of communication with parents, students, and community leaders—via the newly designed website, our multilingual e-Newletters, and consistent social media. 	<ul style="list-style-type: none"> ● Student performance on state tests is still lower than pre-pandemic levels in English language arts, Mathematics, and Science. ● Achievement gaps among student gender and ethnic populations exist and need to be closed. ● Multi-Tiered Systems of Support (MTSS) for academic and behavioral support for students struggling and in need of acceleration need improvement. ● Readiness: Preschool, Kindergarten, 3rd Grade Reading on level, and placement in High School are below standards and expectations. ● Staff demographics need to mirror student demographics with implications for future recruitment and hiring. ● Student Satisfaction: Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations ● Certified Staff Satisfaction: Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices ● Involved Families Satisfaction: Every opportunity for child to be successful, Feedback on how child is learning, Safe environment, and Cleanliness & well-maintained buildings. ● Support Staff Satisfaction: Ensure opinions count, Feel recognized, Fairness to all employees, and Understand why changes are made ● Enrollment shifts: Class size, space, staffing, and resources
Opportunities: Improvement Areas	Threats: Impacts from our environment
<ul style="list-style-type: none"> ● Student Ownership of Learning: Voice, Choice, Interests, Goal Setting, Accountability ● Equity (DEI) Continuum ● Transitions from elementary to middle and middle to high school. ● Innovative project-oriented, inquiry-based learning instructional practices and space. ● Full Day Kindergarten implementation ● Middle School Experience implementation 	<ul style="list-style-type: none"> ● Political unrest and world events ● Safety and Violence ● Student and Family Mobility ● Social and emotional student and staff needs following post COVID. ● Social media access, appropriate use, and platforms accountability ● Evolving Technology challenges ● Federal and State mandates and funding resources

<ul style="list-style-type: none"> ● Newcomers Needs and Belonging implementation. ● Aging facilities with capital projects, replacements, remodeling, inclusive playgrounds, etc. ● Parent Engagement and Education ● Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. 	<ul style="list-style-type: none"> ● Education staffing shortages and state certification barriers ● Lack of support and respect felt in the field of education due to societal unrest post pandemic. ● Cyber security measures up to and including the requirements for ISO 27001 + 27701 certification.
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Feedback Review of Data Retreat SWOT from Stakeholders: Identify the top ten strengths, top ten weaknesses, top ten opportunities, and top ten threats by examining the SWOT analysis from the Data Retreat and any feedback from stakeholders.

A “vision” is a bold leap into the future, painting a vivid picture of a destination—a “north star” that guides collective action and shapes the strategies to make it a reality.


Activity One Part A: Characteristics of a Preferred Future Statement

<u>Future Focused:</u>	Provides the “Big Picture” and clearly describes what your district will be like in several years
<u>Direction:</u>	Serves as a guide to district goals and strategies
<u>Specific:</u>	Clear and focused enough to shape decision-making
<u>Relevant and Purpose Driven:</u>	Reflects the district’s response to the challenges of the day
<u>Values-Based</u>	Implies the set of values that are required to support the district
<u>Challenging:</u>	Inspires employees of the district to do great things and achieve a higher level of standards
<u>Unique and Memorable:</u>	Highlights what makes the district difference and why it matters
<u>Inspiring:</u>	Appealing and engages stakeholders to commit to a cause and mindset

Why is a Preferred Future Statement a necessary component of a district’s strategic plan? How might the district use mission, vision, and core values during the implementation of the strategic plan?

Which of the 8 Characteristics resonates best with you?

Activity One Part B: Investigating your current mission, motto, vision, portraits, and core values.

Community Consolidated School District 62 Preferred Future Statement		
Mission		Motto
<i>Empowering confident, future- ready learners and productive citizens.</i>		<i>Empowering Future-Ready Learners</i>
Vision - Our North Star: <i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i>		
Graduate Portrait	Employee Portrait	System Portrait
Learners possess the knowledge, skills, dispositions, and mindsets that they need to thrive in life. <ul style="list-style-type: none"> • Creative & Critical Thinking • Communication & Collaboration • Problem Solving • Technology & Digital Literacy • Global Citizenship • Empowered & Resilient 	Employees continuously develop these attributes to assist learners grow and be successful. <ul style="list-style-type: none"> • Content Expertise • Collaboration & Communication • Decision-maker & Problem Solver • Flexibility & Agility • Innovative • Voice & Interpersonal Skills 	The district commits to support employees assist learners grow and be successful. <ul style="list-style-type: none"> • Engagement & Voice • Consistent Practices, Policies, Procedures • Unity- Sense of Belonging and Community • Communication & Collaboration • Accountability • Well-being
Core Values		
Respect Trust Accountability Continuous Improvement	Equity Resilience Collaboration	

Preferred Future Statement

We believe the key to continuous improvement in public education relies on the wisdom and innovation of public educators who work with students every day. This is a continuous process.

Vision- North Star

Mission and Vision:

Four Main Areas:

Learner/Graduate Portrait

Educator/Adult Portrait

System/District Portrait

Core Values

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Activity One Part C: Greatest Hopes, Dreams, & Aspirations for the Future

Hopes, Dreams, & Aspirations Things to Change Ideal School System Look Like

Activity Two: Investigating a great Preferred Future Statement

As part of our Vision Retreat for strategic planning we are providing everyone with a homework assignment.

The first part of the assignment is to read a short article to push your thinking about learning and the future. Each participant has been assigned an article with the new table team assignment. There are three articles. Each person is to read the article assigned and be ready to share five key takeaways to share with the team. Please see the **table assignment chart** for assigned readings and investigations. You have new table team assignments for the Vision Retreat.

The second part of the assignment is to explore electronically a high school that has a new definition of learning. If you read Article A you do Investigation A, Article B you do Investigation B, Article C you do Investigation C and Article D you do investigation D..

Everyone will read the design principles of the XQ Super Schools and then do their investigation virtually

Article/ Site Visited	3-5 Key Ideas
A: 9 Elephants that Should Unsettle Us	1 2 3 4 5
A: Stonefield School	1 2 3 4 5
B: Schools as Community Infrastructure	1 2 3 4

	5
B: Purdue Polytechnic High School	1 2 3 4 5
	1 2 3 4 5
C: Design39 Campus	1 2 3 4 5

Activity Three: Student Agency is an important practice in executing 21st Century Skills.

What is Student Agency?
Why is Student Agency an important practice in executing 21st century skills?
What is the teacher's role in fostering student agency?
What opportunities for professional development have been provided to promote student agency?

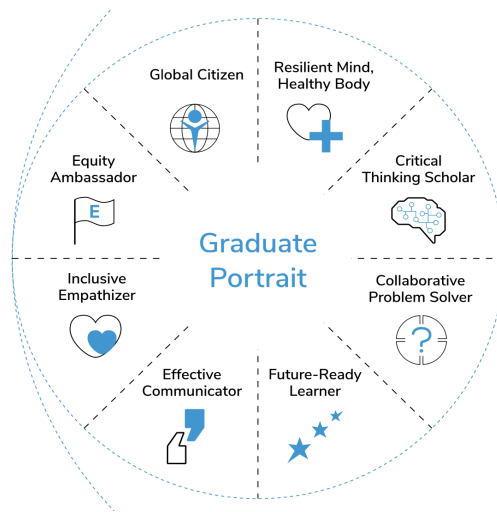
DEEP ENGAGEMENT	ENGAGEMENT	ACTIVE / STRATEGIC COMPLIANCE	PASSIVE / RITUAL COMPLIANCE	PERIODIC COMPLIANCE RETREATISM	RESITANCE / REBELLION
Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality.	Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the	Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant	Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or	Students do not attend to the work, but do not engage in activity that distracts others. The students often employ strategies to conceal lack	Students appear blocked, unable or unwilling to participate in learning activities. The refusal may involve cheating, refusing to do

<p>Students persist with the task and will learn at high or profound levels. Learning transcends the formal educational structures.</p>	<p>task as well as personal meaning. They do not simply follow directions but actively work to improve the quality of their performance. Students persist with the task and will learn at high levels.</p>	<p>thought or commitment to quality is not evident. The tasks have little inherent or direct value to the student, but the student associates it with outcome or results that do have value (such as grades).</p>	<p>direction to remain on task. The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. Students will learn at low, superficial levels.</p>	<p>of involvement. Students learn little or nothing from the task and when forced through the task either engages in ritual behavior or rebellion.</p>	<p>the work, or even doing other work in place of that which is expected. Alienation rather than commitment is evident. Students develop poor work and sometimes negative attitudes towards formal education.</p>
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Harvey F. Silver & Matthew J. Perini, The Eight C's of Engagement; Phillip Schlechty, Engaging Students

Activity Four: Graduate, Adult, and System Portrait
Teams will explore Graduate, Adult, and System Portraits to describe a vision for the future.

Learner/Graduate Portrait

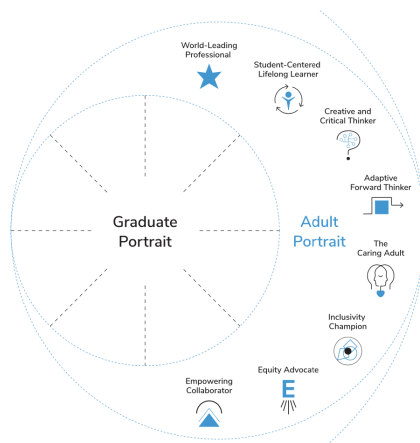


The Learner/Graduate Portrait envisions the outcomes for students—the community’s aspirations for what graduates will know, be, and be able to do to thrive in their lives and careers. While this is an aspirational picture of what we strive to support in all students, the portrait needs to be broken down into snapshots of a learner on a successful growth path.

Circle at least one in each of the four columns. Circle an additional 2-4 more from any of the columns. You will identify 6-8 Total.

Personal	Applied Knowledge	Workplace	People
Self-awareness & Confidence	Creative & Critical Thinking	Problem Solving Innovators	Connections
Empathy & Perseverance	Literacy Skills	Future Ready & Adaptive	Dependability & Reliability
Health & Well-being	Technology & Digital Literacy	Collaborative Communicators	Flexibility & Agility
Emotionally Intelligent thinkers	Civic Literacy	Teamwork	Global Citizen
Social Skills & Responsibility	Curiosity & Innovative Skills	Engagement	Culturally Competent Advocates
Trust & Respect	College & Career Ready	Responsibility & Accountability	Courageous Leader
Empowered & Resilient	Academically Successful	Curiosity, Creativity & Commitment	Socially Aware Agents of Change

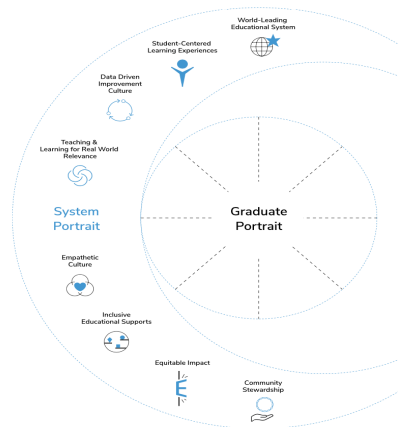
Educator/Adult Portrait



The Educator/Adult Portrait articulates the qualities that the adults working in the school district will exhibit to promote each student’s journey toward realizing the Graduate Portrait. This Adult Portrait applies to all adults working in the school district, not just teachers, because every adult’s work supports student success. Circle at least one in each of the four columns. Circle an additional 2-4 more from any of the columns. You will identify 6-8 Total.

Personal	Applied Knowledge	Workplace	People
Self-awareness	Creative & Critical Thinking	Decision-maker & Problem Solver	Courageous Leader
Empathy & Perseverance	Literacy Skills	Future Ready & Adaptive	Well-Informed Lifelong Learner
Health & Well-being	Technology and digital Literacy	Collaborative Communicators	Student Centered Lifelong Learner
Voice & Interpersonal Skills	Civic Literacy	Team player	Connected, & Cohesive for Collective Efficacy
Social Skills & Responsibility	Innovative	Engagement & Commitment	Dependability & Reliability
Trust & Respect	Knowledgeable & Skillful Instructors	Responsibility & Accountability	Flexibility & Agility
Self-awareness & Confidence	Expertise in Subject Areas	Equity Driven Communicators	Global Citizen
Emotionally Intelligent Empathizers	Champion for Continuous improvement	Curiosity, Creativity & Commitment	Culturally Competent Advocates

System Portrait



The System/District Portrait focuses on creating the conditions that will enable the District students and adults to thrive and grow, guided by the core values. For students and adults to reach their Graduate and Adult Portraits, the system must be designed to support their work. A system is made up of an interconnected set of elements that includes an organization’s structures, supports, standards, agreements, incentives, and cultures.

Circle at least one in each of the four columns. Circle an additional 2-4 more from any of the columns.

You will identify 6-8 Total.

Personal	Applied Knowledge	Workplace	People
Flexibility and Adaptability	Financial, Economic, & Business Literacy	Clear purpose and direction	Respectful of Students, Families & Staff
Initiative and Self-Direction	Civic Literacy	Accountability	Engagement and Voice
Social and Cross-Cultural Skills	Health Literacy	Leadership and Responsibility	Relationships
Unity- Sense of Community & Belonging	Environmental Literacy	Communication & Collaboration	Well-Being
Trust and Respect	High Standards and Expectations	Innovation & Real-World Relevance	Data Driven Improvement Culture
Wellness & Healing Center for a Culture of	Consistent Practices, Policies, and procedures	Data Driven Transparency	Connected, & Cohesive for Collective Efficacy

Emotional and Psychological Safety			
Well-being	Wide Range of Quality Programs and Courses to Ensure Student Success	Community Stewardship	Ongoing Equity-Driven Professional Learning to respond and Adapt to Educator and Student Needs

Portraits: What are our expectations

Graduate Portrait

- **Creative & Critical Thinking**
- **Communication & Collaboration**
- **Problem Solving**
- **Technology & Digital Literacy**
- **Global Citizenship**
- **Empowered & Resilient**

The Graduate Portrait

envisions the outcomes for students—the community’s aspirations for what graduates will know, be, and be able to do to thrive in their lives and careers. While this is an aspirational picture of what we strive to support in all students, the portrait needs to be broken down into snapshots of a learner on a successful growth path.

- Examine the current elements of the Graduate Portrait
- Consider new possibilities.
- Revise the Graduate Portrait. Have no more than 6-8 elements.

<p><u>Employee/Adult Portrait</u></p> <ul style="list-style-type: none"> ● Content Expertise ● Collaboration & Communication ● Decision-maker & Problem Solver ● Flexibility & Agility ● Innovative ● Voice & Interpersonal Skills 	<p>The Employee/Adult Portrait articulates the qualities that the adults working in the school district will exhibit to promote each student’s journey toward realizing the Graduate Portrait. This Adult Portrait applies to all adults working in the school district, not just teachers, because every adult’s work supports student success.</p> <ul style="list-style-type: none"> ● Examine the current elements of the Employee/Adult Portrait ● Consider new possibilities. ● Revise the Employee/Adult Portrait. Have no more than 6-8 elements. 	
<p><u>System Portrait</u></p> <ul style="list-style-type: none"> ● Engagement & Voice ● Consistent Practices, Policies, Procedures 		

<ul style="list-style-type: none"> ● Unity- Sense of Belonging and Community ● Communication & Collaboration ● Accountability ● Well-being 		
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Activity Five: Mission and Vision

BUILDING ON OUR CURRENT MISSION AND VISION STATEMENT

MISSION: The mission pillar asked the question, “WHY?” More specifically, it asks “Why do we Exist?” The intent of this question is to help reach agreement regarding the fundamental purpose of the organization. This clarity of purpose can help establish priorities and becomes an important factor to guide decisions.” Your mission statement is the best vehicle to get the word out about the “why” and the “wow” behind your district. In truth, your mission statement is no less important than your business plan. It needs to explain – eloquently, succinctly, and passionately – the core reasons for your existence. Your mission statement should inspire others to want to know more about your ideas, helping to position your district in the marketplace and to fuel growth. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

A mission:

- Tells a story, in a few words that defines why the organization exists.
- 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 exists.

- 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).

VISION: The vision pillar asks “What?”—that is, “What must we become in order to accomplish our fundamental purpose?” In pursuing this question, the district attempts to create a compelling, attractive, realistic future that describes what they hope their district will become. Vision provides a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality. There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile and achievable vision of the future that is widely shared. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

A vision:

- Describes where the organization wants to be, typically three to five year in the future. Focuses on the district’s “North Star.”
- Vividly captures the organization’s “picture of the future”.
- 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.”
- It builds on core competencies. It gives 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).

**Building on the Past to create a Compelling and Inspiring
Preferred Future Statement
Community Consolidated School District 62**

Past	Thoughts	Future
Mission and Motto: Why we exist		
<p><i>Empowering confident, future ready learners and productive citizens.</i></p>	<p>The mission pillar asks the question, "WHY?" More specifically, it asks "Why do we Exist?" The intent of this question is to help reach agreement regarding the fundamental purpose of the organization. This clarity of purpose can help establish priorities and becomes an important factor to guide decisions."</p> <p><u>Criteria for evaluating or writing a mission statement</u></p> <ul style="list-style-type: none"> ✓ Is it clear and understandable? ✓ Is it brief enough for most people to remember and say in one breath? ✓ Does it clearly specify the 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 district? ✓ Is it energizing and compelling? Does it 	

	<p>motivate and inspire employee commitment?</p> <p>✓ Does it say what you want your district to be remembered for?</p>	
Motto:		
<p>Empowering Future-Ready Learners</p>	<p>A motto is a sentence, phrase, or word inscribed on something (as a coin or public building) to suggest its use or nature. It is often a short expression of a guiding principle.</p>	
Vision: Where we are headed		
<p>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</p> <ul style="list-style-type: none"> • Students demonstrate developmentally appropriate competencies that align with college, career, and life readiness indicators. • Students actively take the lead in their own learning. They value respect, individual differences, diversity, and effort. They are not afraid to experiment and take risks, and they have opportunities for voice and choice. • Staff clearly articulate and share common beliefs about learning that exist in 	<p>The vision pillar asks “What?”—that is, “What must we become in order to accomplish our fundamental purpose?” In pursuing this question, the district attempts to <i>create a compelling, attractive, realistic future that describes what they hope their district will become.</i> Vision provides a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality.</p> <p>A vision:</p> <ul style="list-style-type: none"> • Describes where the organization wants to be, typically three to five year in the future. Focuses on the district’s “North Star.” 	

<p>every classroom. Staff collaborate across teams and schools with opportunities for voice and input in making good decisions in the best interest of students.</p> <ul style="list-style-type: none"> • Families are positive role models and partner with the district to ensure student growth and achievement. • District 62 exemplifies a unified, coherent school system. Everyone makes efficient and effective use of equitable resources. 	<ul style="list-style-type: none"> • Vividly captures the organization’s “picture of the future”. • 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.” <p><u>Criteria for evaluating a vision statement:</u></p> <ul style="list-style-type: none"> ✓ Does it manifest our mission? ✓ Is it concise and compelling? ✓ Is it inspirational? ✓ Does it communicate promise? ✓ Does it create an image of something that cannot be seen today, but is possible tomorrow? 	
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<p align="center">Mission Words and Phrases Toward 2030</p>	<p align="center">Vision Words and Phrases Toward 2030</p>
<p><i>Current Empowering confident, future- ready learners and productive citizens.</i></p>	<p><i>Current Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></p> <ul style="list-style-type: none"> • Students demonstrate developmentally appropriate competencies that align with college, career, and life readiness indicators. • Students actively take the lead in their own learning. They value respect, individual differences, diversity, and

	<p>effort. They are not afraid to experiment and take risks, and they have opportunities for voice and choice.</p> <ul style="list-style-type: none"> • Staff clearly articulate and share common beliefs about learning that exist in every classroom. Staff collaborate across teams and schools with opportunities for voice and input in making good decisions in the best interest of students. • Families are positive role models and partner with the district to ensure student growth and achievement. • District 62 exemplifies a unified, coherent school system. Everyone makes efficient and effective use of equitable resources.
<p>Current District 207 Mission Inspiring students’ curiosities and helping each student develop the academic, Social, and emotional skills to reach his or her full potential</p>	<p>Current District 207 Vision District 207 understands that “getting it right for every student” is a complex endeavor that requires support and attention that goes well beyond academics. School is a student’s home away from home. District 307 strives to meet every student where they are to help them reach their fullest potential. (</p>
<p>To develop a curiosity of learning, discover their interests and grow in their love of learning.</p>	<p>A Shared Vision</p>
<p>Ensure a safe, happy place where everyone is known and valued, and where differing needs are acknowledged, accepted and met</p>	<p>Personalized learning environment that supports and motivates each student to nurture his or her passions,</p>
<p><i>Lead and support the learning community in building the best foundation for all students Pk-8.</i></p>	<p>New solutions in a rapidly changing world, Students who are best prepared for the future are change agents</p>
<p>To provide exceptional care to children while fostering each child’s intellectual, social, physical and moral development in an academic-rich environment.</p>	<p>Individual and collective well-being; physical health and mental well-being</p>

Create an environment of respect and inclusion and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.	Think across the boundaries of disciplines and “connect the dots”
Empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.	Students have an equitable range of learning experiences at school, online and in the community. Schools foster a sense of belonging, embrace growth mindset and the importance of relationships for meaningful, relevant learning experiences.
Empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world	Educators work collaboratively with community partners and students to develop a unique learning plan for each student based on interests, learning needs and real-time data. Individual learning pathways accommodate student interests and learning needs.
develop well-rounded and thoughtful students prepared to cope with a changing post-modern and globalized world	A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Students partner with their teachers to decide when and how to show what they've learned, and they have multiple chances to demonstrate mastery.
Empower learners to meet current and future challenges to develop social awareness, civic responsibility, and personal growth.	Students are expected to master competencies aligned to college- and career-ready standards with clear, transferable learning objectives.
Provide a relevant, high-quality education and prepare our diverse student body for future endeavors.	Students access customized supports both in-school and out-of-school to ensure they get what they need, when they need it.
Honor achievement and promote pride in ourselves, in our school, and in our community.	Grades reflect the degree of mastery of competencies. If students do not earn course credit, records indicate competencies that need to be re-learned instead of the entire course.
Prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future.	Design their own learning projects and processes in collaboration with others
Graduates will be motivated life-long learners and productive global citizens.	Learner agency: Navigating through a complex and uncertain world

Creates a pathway to assist students in achieving their educational and personal goals leading to a fulfilling future within the greater community.	Need for a broad set of knowledge, skills, attitudes, and values in action
Create a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, and interpersonal skills; and personal health and well-being.	Building a solid foundation: literacy and numeracy remain crucial.
	Competencies to transform our society and shape our future
Be an inspiring and empowering force in children's lives so they are excited and motivated to learn.	Digital literacy and data literacy are becoming increasingly essential
Ensure assessment, pedagogy and curriculum are student-centered so that learning is always relevant to the lives of my students.	Design principles for moving toward an eco-systemic change
Help young people find their passion and path in life.	Future-ready students; applying learning to real world experiences
develop a forward-looking, technologically enhanced, and motivating learning environment.	Care about the well-being of their friends and families, their communities and the planet
Create the leaders of tomorrow with the skills required to succeed in the 21st Century.	Develop curiosity, imagination, resilience and self regulation;
Develop a growth mindset that fosters continuous improvement and ensures each and every student succeeds.	respect and appreciate the ideas, perspectives and values of others
Graduate lifelong learners who are ready for their futures.	Cope with failure and rejection; move forward in the face of adversity
All students will be known, supported, and engaged and graduate with the skills to thrive in the world and change it for the better.	increasing social and cultural diversity are reshaping countries and communities.
Positively transforming learning and life outcomes for students through educational justice, equity, and excellence.	inequalities in living standards and life chances are widening, while conflict, instability and inertia, often intertwined with populist politics,

	are eroding trust and confidence in government
To unlock students' unique and limitless potential to achieve their personal aspirations as fully prepared, contributing citizens in a global society.	Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years.
Empower all learners to: Aspire to reach their highest potential Explore their passions and interests Discover their pathway to success Connect with each other, the community, and the world	Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens
Serves the needs of our diverse community by providing relevant and rigorous learning experiences, opportunities for involvement and strong support systems that empower all students to reach their full potential.	Navigate through uncertainty, across a wide variety of contexts: in time (past, present, future), in social space (family, community, region, nation and world) and in digital space
Empower every learner to achieve personal excellence.	innovation springs not from individuals thinking and working alone, but through cooperation and collaboration with others to draw on existing knowledge to create new knowledge
To empower EVERY learner to be college, career, and life ready and to develop, grow, and achieve as productive citizens.	Constructs that underpin the competency include adaptability, creativity, curiosity and open-mindedness.
Committed to helping every learner develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet.	Become adept at handling tensions, dilemmas and trade-offs, for example, balancing equity and freedom, autonomy and community, innovation and continuity, and efficiency and the democratic process.

Activity Six: Core Values

Aligning Beliefs/Values/Collective Commitments to Mission and Vision

While creating a vision can be a helpful step in the improvement process, it is not sufficient. The board of education, administrators, and staff must tackle the collective values and commitments they must make and honor in order to achieve the shared vision for their district. Core values are the fundamental beliefs of an organization.

They are the district's beliefs and principles that articulate the culture of the organization. They are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.

CORE VALUES: The third pillar of the foundation, the values pillar identifies our beliefs and then clarifies those beliefs through collective commitments. It asks, "How must we behave to create the district that will achieve our purpose?" In answering the question, educators shift from offering philosophical musings on mission or the shared hopes for the district of the future to making commitments to act in certain ways. Clarity guides the individual work of each member and outlines how each person can contribute to the improvement initiative. Policy manuals and directives are replaced by commitments and covenants. Clarifying collective commitments is one of the most important strategies in building a PLC. (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

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.

Criteria for evaluating a core value or belief:

- 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?

Core Values: What we Stand for		
<p>What guides our behaviors and actions:</p> <ul style="list-style-type: none"> • Respect • Trust • Equity • Collaboration • Resilience • Accountability • Continuous Improvement 	<p>CORE VALUES: The values pillar asks “How must we behave?”—that is, “What beliefs must we all share to achieve our mission and vision?” In pursuing this question, the district attempts to clarity commitments everyone must share and be responsible and accountable for to move the district forward to. Core values are few in number, easy to remember, guiding principles defining a code of conduct and behavior.</p> <p>Criteria for evaluating a core value or belief:</p> <ul style="list-style-type: none"> ✓ 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? ✓ 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? 	

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15 Core Values that Make a Difference Which are Core to you?	
Core Values	Description
Excellence through Continuous Improvement & Stewardship.	We are unwavering in bettering ourselves and our students by setting aggressive but achievable growth goals. We believe that achieving high performance, reaching full potential, and making effective use of our resources comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results.
Connected Families & a Collaborative Community	We believe that family and community action is essential to achieving our vision. We promote powerful partnerships with families and our communities that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for their future. We strive to deepen our shared commitment to success.
Innovation, Relevancy, & Readiness	We believe that preparing our students and educators to thrive requires a culture of creativity and innovation. We are forward looking and future ready. We are constantly developing new technologies, solutions, and workarounds that can change the world. We seek and create new tools and technique that facilitate and encourage cutting-edge innovation for optimal student learning.
Healthy Relationships to Ensure Trust, Respect & Engagement	We cultivate relationships and partnerships that empower others and ourselves to be our best. We place consistent emphasis on getting to know students both inside and outside the classroom, and on building positive relationships among students and between students and adults.
Diversity, Equity, Inclusion, & Cultural Competence	We honor differences. We build an inclusive learning and working environment welcoming to people of all backgrounds. We give all students opportunities to build their identities as learners and develop the capacity for agency and autonomy. We ensure rigorous outcomes for all students. We believe that everyone has value and deserves to be treated respectfully.
Clear Communication & Effective Collaboration	We value being heard and making sure we hear others. We place importance on forming and maintaining relationships with stakeholders through conversation and engagement. We commit to working together towards a common goal. We value teamwork and shared decision-making.
Safety & Well-Being	We recognize the importance of safety and well-being. Empathy and respect lead to a kind and caring environment, enabling staff and

	students to build strong support systems and foster mutual well-being. Students need a social, emotional, and health support system to ensure academic excellence.
Learning for All	We display an ongoing commitment to learning and self-improvement for our students, stakeholders, and ourselves. We provide an environment to prepare our students for their future by instilling 21 st century learning skills. We promote a culture that offers various academic opportunities to guide students in their pursuit of post-secondary career goals.
Challenge the Status Quo	We respectfully challenge the status quo by seeking more effective ways to accomplish goals and improve performance. We see failure as an opportunity to learn from past results and continue to learn and grow. We make the impossible possible. We have a continuous improvement mindset.
Caring People Relationships	We support each other's efforts, are loyal to one another, and care for each other, both personally and professionally. We recognize the contributions of each team member. We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.
Visionary Leadership	We promote an advocate for the mission, vision, and goals, and demonstrate the way to achieve them in a long-range, strategic manner. We form and articulate a clear picture for the future. We are action oriented and take calculated risks to improve performance. We accept responsibility for leadership.
Customer Satisfaction	We commit to a culture where excellent service is expected and delivered by all employees. We seek feedback to know what our customers value and need. We are good listeners. We actively seek the input of all customers and stakeholders. We use discretion with confidential matters. We demonstrate a friendly, helpful, and responsible attitude to all stakeholders and customers. Voice is important to us.
Results/Data Driven	We encourage a data-drive environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success. We set high goals and work relentlessly to achieve them. We know our impact and strive to grow and make a difference. We balance analysis, wisdom, experience, and perspective when making decisions.
Commitment and Engagement	We get others excited about and committed to further the district's mission, vision, and goals. We are committed to excellence for all. We speak the truth, act with respectful candor, and take responsibility for our actions. We work on solutions rather than dwell on problems. We do the right things all the time. We seek and acquire new competencies, work methods, ideas, and information to grow and improve.

Stewardship	We nurture relationships within the district and community that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve. We are committed to being fiscally responsible and achieving the highest return on learning for each dollar provided. We are committed to supporting community service agencies and organizations. We understand that we are stewards of community resources.
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Putting it ALL Together

Learn how the facilitator and Core/Edit Team will draft a Preferred Future State for review. Know we will revisit the mission, vision (Portraits) and core values at the beginning of the Setting Direction Retreat in April. We will also examine feedback from the ten district departments related to the Portraits. We will learn of their Best Hopes and Worst Fears.

Next Steps/ Preview of Setting Direction Retreat

Understand the work of the Core/Edit Team following this meeting.

- Findings of the Vision Retreat
- Revised SWOT Analysis
- Draft of the Preferred Future Statement
- Feedback from students on the Graduate and Educator Portraits
- Feedback from staff on the Graduate, Educator, and System Portraits
- Feedback from staff on the Core Values

Preview the agenda for Setting Direction Retreat. Reflect on the Day.

Essential Question: How do we get from where we are to where we want to be.

Long-Range Goals

Long-Range Key Performance Indicators

Annual Strategies

Draft of the Strategic Plan

SETTING DIRECTION RETREAT. December 19, 2030