

## Feedback from Stakeholder Surveys and Forums

### What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● <b>Student enrollment with strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the</b> last three years on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Highly qualified, caring staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>High staff retention</b> with 32% living in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget</li> <li>● <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Extensive technology</b> with devices and support to enhance teaching and learning.</li> <li>● District prioritization to enhance <b>safety and security</b>.</li> <li>● <b>Early Learning Center</b></li> <li>● <b>Supportive community</b> who values public education.</li> <li>● Our high level of communication with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student enrollment with strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the</b> last three years on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Highly qualified, caring staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>High staff retention</b> with 32% living in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget. <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Advanced technology</b> with devices and support to enhance teaching and learning.</li> <li>● District action to enhance <b>safety and security</b>.</li> <li>● <b>Supportive community</b> who values public education.</li> <li>● Our high level of communication with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> <li>● <b>Early Learning Center</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student enrollment with strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the</b> last three years on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Wide variety of educational programs, services, and extra-curricular opportunities</b>.</li> <li>● <b>Highly qualified, caring staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>High staff retention</b> with 32% living in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget</li> <li>● <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Advanced technology</b> with devices and support to enhance teaching and learning.</li> <li>● District action to enhance <b>safety and security</b>.</li> <li>● <b>Supportive community</b> who values public education.</li> <li>● Communication from the district with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> </ul>

Table 4	Table 5	Table 6
<ul style="list-style-type: none"> <li>● <b>Student enrollment with strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the last three years</b> on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Highly qualified, caring staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>High number of staff stay in their job</b> with 32% to live and work in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget. <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Robust technology with 1:1 devices and supports</b></li> <li>● District action to enhance <b>safety and security</b>.</li> <li>● <b>Supportive community</b> who values public education.</li> <li>● Communication with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> <li>● <b>Early Learning Center</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student enrollment with strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the last three years</b> on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Highly qualified, caring staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>High staff retention</b> with 32% living in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget</li> <li>● <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Advanced technology</b> with devices and support to enhance teaching and learning.</li> <li>● District recent actions to enhance <b>safety and security</b>.(training, cameras, Raptor Visitor Management System, Entrance systems)</li> <li>● <b>Supportive community internally and externally</b> who values public education.</li> <li>● Our high level of communication with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strong diversity</b> among students, family, and community.</li> <li>● Mathematics, English language arts, and science <b>student achievement increased in the last three years</b> on state assessment. <b>Outperforming neighboring districts with similar demographic makeups</b> on state assessments.</li> <li>● <b>Highly qualified, caring certified staff members</b> with many advanced degrees, endorsements, and certification in multiple subject areas.</li> <li>● <b>Dedicated, caring support staff</b>.</li> <li>● <b>High staff retention</b> with 32% living in the community.</li> <li>● <b>Strong financial health</b> with highest state financial rating, balanced budget</li> <li>● <b>Debt free by 2025</b> paying off all building improvement expenses from prior referendum.</li> <li>● <b>Access to 1 to 1 technology</b> to support and enhance teaching and learning</li> <li>● District action to enhance <b>safety and security</b>.</li> <li>● <b>Supportive community</b> who values public education.</li> <li>● Our high level of communication with parents, students, and community leaders—via the <b>newly designed website, our multilingual e-Newsletter, and consistent social media</b>.</li> </ul>

### Facilitator’s Revised District Strengths

- **Diversity** among students, family, and community populations.
- Mathematics, English language arts, and science **student achievement increased in the last three years** on state assessment. **Outperforming neighboring districts with similar demographic makeups** on state assessments.
- **Highly qualified, caring certified staff members** with many advanced degrees, endorsements, and certification in multiple subject areas. **Caring, dedicated,& strong staff**.
- **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.
- **Extensive technology** with 1:1 devices and support to enhance teaching and learning.
- District actions to enhance and ensure **safety and security**.
- **Early Learning Center**
- **Newly designed website, our multilingual e-Newletters, and consistent social media communication**.

## What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● <b>Student performance on state tests is still lower than pre-pandemic levels</b> in English language arts, Mathematics, and Science.</li> <li>● <b>Achievement gaps among student gender, ethnic populations, and special education students</b> exist and need to be closed.</li> <li>● <b>Multi-Tiered Systems of Support (MTSS) for academic and behavioral support</b> for students struggling and in need of acceleration need improvement.</li> <li>● <b>Readiness:</b> Preschool, Kindergarten, 3<sup>rd</sup> Grade Reading on level, and placement in High School are below standards and expectations.</li> <li>● <b>Staff demographics</b> need to mirror student demographics with implications for future recruitment and pipeline for future employees</li> <li>● <b>Student Satisfaction:</b> Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations. School lunch program</li> <li>● <b>Certified Staff Satisfaction:</b> Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices, and Protected Plan time.</li> <li>● <b>Involved Families Satisfaction:</b> Every opportunity for child to be successful, Feedback on how child is learning, Safe environment, and Cleanliness &amp; well-maintained buildings.</li> <li>● <b>Support Staff Satisfaction:</b> Ensure opinions count, Feel recognized, Fairness to all employees, and Understand why changes are made</li> <li>● <b>Enrollment shifts:</b> Class size, space, staffing, and resources</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student performance on state tests is still lower than pre-pandemic levels</b> in English language arts, Mathematics, and Science.</li> <li>● <b>Achievement gaps among student gender and ethnic populations</b> exist and need to be closed.</li> <li>● <b>Multi-Tiered Systems of Support (MTSS) for academic and behavioral support</b> for students struggling and in need of acceleration need improvement.</li> <li>● <b>Readiness:</b> Number of students not prepared to enter Preschool, Kindergarten, 3<sup>rd</sup> Grade Reading on level, and High School</li> <li>● <b>Staff demographics</b> need to mirror student demographics with implications for future recruitment and hiring.</li> <li>● <b>Student Satisfaction:</b> Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations, and School lunch program</li> <li>● <b>Certified Staff Satisfaction:</b> Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices</li> <li>● <b>Involved Families Satisfaction:</b> Every opportunity for child to be successful, Feedback on how child is learning, Safe environment, and Cleanliness &amp; well-maintained buildings.</li> <li>● <b>Support Staff Satisfaction:</b> Ensure opinions count, Feel recognized, Fairness to all employees, and Understand why changes are made</li> <li>● <b>Enrollment shifts:</b> Class size, space, staffing, and resources</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student performance on state tests is still lower than pre-pandemic levels</b> in English language arts, Mathematics, and Science.</li> <li>● <b>Achievement gaps among student gender and ethnic populations</b> exist and need to be closed.</li> <li>● <b>Multi-Tiered Systems of Support (MTSS) for academic and behavioral support</b> for students struggling and in need of acceleration</li> <li>● <b>Readiness:</b> Number of students entering Preschool, Kindergarten, 3<sup>rd</sup> Grade Reading on level, and placement in High School are below standards and expectations.</li> <li>● <b>Staff demographics</b> need to mirror student demographics with implications for future recruitment and hiring.</li> <li>● <b>Student Satisfaction:</b> Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations, and student lunch program.</li> <li>● <b>Certified Staff Satisfaction:</b> Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices</li> <li>● <b>Involved Families Satisfaction:</b> Every opportunity for child to be successful, Feedback on how child is learning, Communication, Safe environment, and Cleanliness &amp; well-maintained buildings.</li> <li>● <b>Support Staff Satisfaction:</b> Ensure opinions count, Feel recognized, Fairness to all employees, and Understand why changes are made</li> <li>● <b>Enrollment shifts:</b> Class size, space, staffing, and resources</li> </ul>

**Table 4**

- **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, 3<sup>rd</sup> 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, School lunch program, Course Clarity, Academic Press/Expectations, and Extended high school orientation
- **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
- **Recapture School spirit** among middle school students

**Table 5**

- **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, 3<sup>rd</sup> 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, Improved collaboration with admin and certified staff.
- **Enrollment shifts:** Class size, space, staffing, and resources

**Table 6**

- **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.
- **Improve Multi-Tiered Systems of Support (MTSS)** to provide a continuum of support for all students being both proactive and responsive for academics and social emotional behaviors
- **Readiness:** Preschool, Kindergarten, 3<sup>rd</sup> Grade Reading on level, and placement in High School are below standards and expectations.
- **District and school performance awareness** by all stakeholders
- **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, Understand why changes are made, Improved communication, and increased number to address gaps, SEL, and language needs
- **Enrollment shifts:** Class size, space, staffing, and resources

## Facilitator's Revised District Weaknesses

- **Student performance on state tests is still lower than pre-pandemic levels** in English language arts, Mathematics, and Science.
- **Achievement gaps among student gender, ethnic and special education populations** exist and need to be closed.
- **Multi-Tiered Systems of Support (MTSS)** providing a continuum of services for academics and social emotional behaviors is not meeting all student needs. **Student behaviors**, PBIS, expectations, and consistency in implementation
- **Readiness:** Numbers of students entering Preschool, Kindergarten, 3<sup>rd</sup> 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 is low in the following areas:** Parent Supportiveness, Classroom Disruptions, School Spirit, School lunch program, Course Clarity, Academic Press/Expectations, Extended high school orientation, and School Lunch program
- **Certified Staff Satisfaction is low in the following areas:** Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices and Communication.
- **Support Staff Satisfaction is low in the following areas:** Ensure opinions count, Feel recognized, Collaborative Practices and Communication, Fairness to all employees, and Understand why changes are made
- **Families Satisfaction is low in the following areas:** Every opportunity for a child to be successful, Feedback on how the child is learning, Communication, Safe environment, and Cleanliness & well-maintained buildings.
- **Enrollment shifts:** Class size, space, staffing, and resources

## What might be improved/Opportunities

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school. (K-16 approach)</li> <li>● <b>Innovative project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation. Increased Encore opportunities.</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement and Education</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school. (school links)</li> <li>● <b>Innovative project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement and Education</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Innovative, cross-curricular, project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation-Encore, choice, updated facilities, and 21<sup>st</sup> century programs</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement and Education</b></li> <li>● Enhance learning, teaching, and transitions through <b>collaboration and partnerships</b></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Expanded sports and extra-curricular opportunities</b></li> <li>● <b>Wellness opportunities for students, staff, and families</b> to meet social, emotional and physical needs</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student behaviors</b>, PBIS, expectations, and consistency in implementation</li> </ul>	
<b>Table 4</b>	<b>Table 5</b>	<b>Table 6</b>
<ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school.</li> <li>● <b>Innovative project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement and Education</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school.</li> <li>● <b>Innovative project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Special education needs, services, and belonging.</b></li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement and Education</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness. Collaboration with District 207</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school.</li> <li>● <b>Innovative project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement, Education, and improved Communication</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness. <b>Partnership between District 207 and D62.</b></li> </ul>
<p><b>Facilitator’s Revised District Opportunities</b></p> <ul style="list-style-type: none"> <li>● <b>Student Ownership of Learning:</b> Voice, Choice, Interests, Goal Setting, Accountability</li> <li>● <b>Equity (DEI) Continuum</b></li> <li>● <b>Transitions</b> from elementary to middle and middle to high school.</li> <li>● <b>Innovative, cross-curricular, project-oriented, inquiry-based learning</b> instructional practices and space.</li> <li>● <b>Full Day Kindergarten</b> implementation</li> <li>● <b>Middle School Experience</b> implementation</li> <li>● <b>Newcomers Needs and Belonging</b> implementation.</li> <li>● <b>Aging facilities</b> with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>● <b>Parent Engagement, Education, and improved Communication</b></li> <li>● <b>Community Partnerships</b> to enhance learning, teaching, as well as college, career, and life readiness. <b>Partnership between District 207 and D62.</b></li> </ul>		
<p><b>What worries us/Threats</b></p>		

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● Political unrest and world events</li> <li>● Safety and Violence</li> <li>● Student and Family Mobility</li> <li>● Social and emotional student and staff needs following post COVID.</li> <li>● Social media access, appropriate use, and platforms accountability</li> <li>● Evolving Technology challenges</li> <li>● Federal and State mandates and funding resources</li> <li>● Education staffing shortages and state certification barriers</li> <li>● Lack of support and respect felt in the field of education</li> <li>● Cyber security measures up to and including the requirements for ISO 27001 + 27701 certification.</li> </ul>	<ul style="list-style-type: none"> <li>● Political unrest and world events</li> <li>● Safety and Violence</li> <li>● Student and Family Mobility leading to time in school and unexpected enrollment fluctuation</li> <li>● Social and emotional student and staff needs following post COVID.</li> <li>● Social media access, appropriate use, and platforms accountability. Evolving Technology challenges</li> <li>● Federal and State mandates and funding resources</li> <li>● Education staffing shortages and state certification barriers</li> <li>● Lack of support and respect felt in the field of education due to societal unrest post pandemic.</li> <li>● Cyber security measures</li> </ul>	<ul style="list-style-type: none"> <li>● Political unrest and world events</li> <li>● Safety and Violence</li> <li>● Student and Family Mobility</li> <li>● Social and emotional student and staff needs following post COVID.</li> <li>● Social media access, appropriate use, platforms accountability and Evolving Technology challenges</li> <li>● Federal and State mandates and funding resources</li> <li>● Education staffing shortages and state certification barriers</li> <li>● Lack of support and respect felt in the field of education due to societal unrest post pandemic.</li> <li>● Cyber security measures up to and including the requirements for ISO 27001 + 27701 certification.</li> </ul>
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|  | <ul style="list-style-type: none"><li>● <b>Cyber security measures</b> up to and including the requirements for ISO 27001 + 27701 certification.</li></ul> |  |
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### **Facilitator's Revised District Threats:**

- **Political unrest and world events**
- **Safety and Violence**
- **Cultural awareness and differences**
- **Student and Family Mobility** leading to time in school and unexpected enrollment fluctuation
- **Social and emotional student and staff needs** following post COVID.
- **Social media** access, appropriate use, and platforms accountability and **Evolving Technology** challenges
- **Federal and State mandates and funding** resources
- **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.**

On the next page is the revised SWOT Analysis

# Community Consolidated School District 62 Final SWOT Analysis

## STRENGTHS

- Diversity among students, family, and community populations.
- 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 certified staff members with many advanced degrees, endorsements, and certification in multiple subject areas. Caring, dedicated strong staff.
- 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.
- Extensive technology with 1:1 devices and support to enhance teaching and learning.
- District actions to enhance and ensure safety and security.
- Early Learning Center
- Newly designed website, our multilingual e-Newletters, and consistent social media communication.

## WEAKNESSES

- Student performance on state tests is still lower than pre-pandemic levels in English language arts, Mathematics, and Science.
- Achievement gaps among student gender, ethnic and special education populations exist and need to be closed.
- Multi-Tiered Systems of Support (MTSS) providing a continuum of services for academics and social emotional behaviors is not meeting all student needs. Student behaviors, PBIS, expectations, and consistency in implementation
- Readiness: Numbers of students entering Preschool, Kindergarten, 3<sup>rd</sup> 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 is low in the following areas: Parent Supportiveness, Classroom Disruptions, School Spirit, School lunch program, Course Clarity, Academic Press/Expectations, Extended high school orientation, and School Lunch program
- Certified Staff Satisfaction is low in the following areas: Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices and Communication.
- Support Staff Satisfaction is low in the following areas: Ensure opinions count, Feel recognized, Collaborative Practices and Communication, Fairness to all employees, and Understand why changes are made
- Families Satisfaction is low in the following areas: Every opportunity for child to be successful, Feedback on how child is learning, Communication, Safe environment, and Cleanliness & well-maintained buildings.
- Enrollment shifts: Class size, space, staffing, and resources

## OPPORTUNITIES

- Student Ownership of Learning: Voice, Choice, Interests, Goal Setting, Accountability
- Equity (DEI) Continuum
- Transitions from elementary to middle and middle to high school.
- Innovative, cross-curricular, project-oriented, inquiry-based learning instructional practices and space.
- Full Day Kindergarten implementation
- Middle School Experience implementation
- Newcomers Needs and Belonging implementation.
- Aging facilities with capital projects, replacements, remodeling, inclusive playgrounds, etc.
- Parent Engagement, Education, and improved Communication
- Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. Partnership between District 207 and D62.

## THREATS

- Political unrest and world events
- Safety and Violence
- Cultural awareness and differences
- Student and Family Mobility leading to time in school and unexpected enrollment fluctuation.
- Social and emotional student and staff needs following post COVID.
- Social media access, appropriate use, and platforms accountability and Evolving Technology challenges
- Federal and State mandates and funding resources
- 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.

# Activity One: Strategic Plan Team

## Hopes, Dreams, Aspirations

### What we want to see in 2030

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● Teachers are coaches of learners.</li> <li>● Instruction is interdisciplinary and project of problem based.</li> <li>● Student and family satisfaction continues to grow and improve.</li> <li>● Schedules for time during and after the day and time after the year lead to better student success.</li> <li>● Co-teachers are in every class.</li> <li>● Fun is instrumental in learning.</li> <li>● Successful staff wellness programs are in place.</li> <li>● Full Day Kindergarten has provided more learning time to better prepare students for school and education.</li> <li>● Inclusion contributes to improved relationships and belonging among students, staff, families, and the community.</li> <li>● Diversity is celebrated.</li> <li>● Students own their learning and take responsibility for growth and improvement.</li> <li>● There is cultural competency among staff.</li> <li>● Students see frequent connections to themselves and their lives through curricular outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● More opportunities for student choice through extensions of learning</li> <li>● Extended day and year learning possibilities</li> <li>● Parent educational opportunities</li> <li>● Pathways to teaching for paraprofessionals. Leadership pathways for teachers.</li> <li>● Pathways to learning for students through a variety of roads leading to college, career, and life success.</li> <li>● Increased opportunities to collaborate.</li> <li>● Stronger partnership with District 207</li> <li>● Community partnerships provide opportunities for career awareness, service, and internships.</li> <li>● Unity across all schools</li> <li>● Space to ensure no overcrowding.</li> <li>● Upgraded learning and teaching environment</li> </ul>	<ul style="list-style-type: none"> <li>● Equitable use of resources to promote learning and learner success.</li> <li>● High satisfaction for Professional learning from all employees</li> <li>● Incentives for multiple endorsements for certified staff education</li> <li>● Community pride of public education</li> <li>● Preschool and early learning adaptations for all students</li> <li>● All students demonstrate and report readiness for next level.</li> <li>● Transformed middle school experience to better prepare students for high school.</li> <li>● High communication and collaboration with district 207</li> <li>● Learning in fun. Teaching is fun.</li> <li>● Personalized learning to meet individual needs.</li> <li>● Clear communication of learning expectations for the next level</li> </ul>
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> <li>● The district has become the learning hub for the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Improved, healthy student lunches.</li> </ul>	<ul style="list-style-type: none"> <li>● District performance is growing and constantly improving.</li> </ul>



<ul style="list-style-type: none"> <li>● Dual language programs are offered to students.</li> <li>● Parent education is a hallmark of the district.</li> <li>● Flexible learning environments provide the space, tools, strategies to enhance student success.</li> <li>● Parent engagement and respect for public education is at an all-time high.</li> <li>● Parent PTO/PTA groups are well attended, meaningful, and help to provide necessary support to teaching and learning.</li> <li>● Project-based learning is valued by all teachers.</li> <li>● Hands-on learning is valued by all teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Student voice and choice in curricular and other decisions.</li> <li>● High student engagement.</li> <li>● Dual Language programs</li> <li>● Variety of extra-curricular and student interest courses and learning opportunities</li> <li>● Well-being and healthy living for students, families, staff, and the community</li> <li>● Successful MTSS programs and services leading to closed achievement gaps and equitable learning opportunities.</li> <li>● State of the art learning and teaching spaces</li> <li>● Instructional experiences are cross curricular, problem or project based, and based on relevant knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Students and staff have the freedom to make choices in learning and teaching.</li> <li>● Students, staff, and family satisfaction is constantly improving.</li> <li>● Families are more engaged and excited about public schools.</li> <li>● Everyone feels safe and secure.</li> <li>● Achievement gaps continue to close.</li> <li>● Learner confidence has improved.</li> <li>● Curiosity and innovation are hallmarks.</li> <li>● Student needs and interest drive learning expectations not their birth date.</li> <li>● Students look forward to learning every day, every year.</li> <li>● Less focused on test scores, more focused on relevant learning</li> <li>● Clear pathways are established for learners to ensure college, career, and life readiness</li> </ul>
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**Facilitator’s Identified District Themes for the Future:**

- **Successful MTSS programs and services leading to closed achievement gaps and equitable learning opportunities.**
- **Diversity is celebrated.**
- **Clear pathways are established for learners to ensure college, career, and life readiness.**
- **Curiosity and innovation are hallmarks.**
- **Equitable use of resources to promote learning and learner success.**
- **Instruction is interdisciplinary and project or problem based.**
- **Student and family satisfaction continues to grow and improve.**
- **Staff satisfaction continues to grow and improve.**
- **Schedules for time during and after the day and time after the year lead to better student success.**
- **Well-being and healthy living for students, families, staff, and the community**
- **Students own their learning and take responsibility for growth and improvement.**
- **State of the art learning and teaching spaces**

# Activity Two: Homework Assignment Share

## Articles read

<b>Group A</b> <b>Nine Elephants That Should Unsettle Us</b>	<b>Group B</b> <b>Schools As Community Infrastructure</b>	<b>Group C</b> <b>Colorado Succeeds: Great Schools are Great Business. Vision 2030 Framework</b>
<p>We can acknowledge the <b>gaps between what we know to be true about learning and what we do</b> in our classrooms,</p> <ol style="list-style-type: none"> <li>1. Most of our students will forget most of what they learn in school.</li> <li>2. Most of our students are bored and disengaged in school.</li> <li>3. Lasting learning requires conditions schools were not built for.</li> <li>4. We are not assessing many of the things needed for future success.</li> <li>5. Grades, not learning, are the outcomes most students and parents are interested in</li> <li>6. Curriculum is just a guess.</li> <li>7. Separating learning into discrete subjects and time blocks in no way to prepare kids for the real world.</li> <li>8. System of education is NOT preparing kids for what follows when they graduate.</li> </ol>	<p><b>Position the school at the center of the community for the benefits of both entities.</b></p> <ul style="list-style-type: none"> <li>• Physical infrastructure that includes the built environment that enables teaching and learning to happen.</li> <li>• Digital infrastructure that includes all aspects of technology, data, and systems that are used by various actors within the school ecosystem.</li> <li>• Social infrastructure that includes the relationships and connections between the vast array of people who are directly and indirectly part of the school community.</li> <li>• A deep foundation of trust and partnership between stakeholders</li> <li>• A shared vision and corresponding metrics that are jointly developed by stakeholders.</li> <li>• An analysis and plan for leveraging the vast array of assets that community members, institutions, and schools offer.</li> <li>• An understanding of gaps between existing and needed assets, and a plan for filling those</li> </ul>	<p>Futurists agree that education needs to prepare students for jobs that don't exist yet, to work with tools that have yet to be created, and to solve problems that have yet to be identified. We are calling this new era the Age of Agility. <b>The following pages outline how Colorado can create an agile education system that supports agile learning providers and develops agile learners who are prepared to succeed in a rapidly changing environment.</b></p>

<p>9. Explicit knowledge accounts for very little of our success in most professions</p>	<p>gaps in ways that are consistent with community priorities.</p> <ul style="list-style-type: none"> <li>• A commitment to flexibility and evolution, and careful consideration of how to make programs sustainable and effective in the long-term</li> </ul>	
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**Sites Visited**

<p><b>Group A</b> <b>Stonefield School</b></p>	<p><b>Group B</b> <b>Purdue PolyTechnic High School</b></p>	<p><b>Group C</b> <b>Design 39 Campus</b></p>
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<p>PK-8 School in New Zealand</p> <ul style="list-style-type: none"> <li>• Established learner qualities that all learners could articulate.</li> <li>• Learning pit for help and extension</li> <li>• Established a learner mindset to include the power of reflection, thinking, wondering, self-awareness and connection.</li> <li>• Not just surface learning</li> <li>• Successful schools have a language of learning.</li> <li>• Focus on deep learning.</li> <li>• Take pride in yourself and your work.</li> </ul> <p><b>Our school's learning philosophy rests on the four key vision principles:</b></p> <ul style="list-style-type: none"> <li>• <b>Building Learning Capacity:</b> know, believe, and stretch self as a learner.</li> <li>• <b>Collaborating:</b> relate, participate, and value diversity. Contribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are coaches. Students identify their own learning goals.</li> <li>• STEM and experiential learning</li> <li>• Project-based</li> <li>• Partnerships with community</li> <li>• CTEs. Career experiences</li> <li>• Leaders in technology vs users of technology</li> <li>• Focused on underrepresented populations.</li> <li>• Student driven.</li> <li>• Self-directed learning</li> <li>• Pathway informed learning</li> <li>• School is about working through frustrations</li> </ul>	<p>At Design39Campus, learning experiences are designed with the individual learner in mind. As a collaborative community, we nurture creative confidence, practice design thinking, learn through inquiry, connect globally, use technology and real-world tools, and promote the courage and growth mindset necessary to change the world.</p> <ul style="list-style-type: none"> <li>• The basic premise of design thinking revolves around empathy, being understanding of what other people want, and how the world is put together from a social and emotional point of view.</li> <li>• We explicitly teach and monitor active listening and collaboration skills across our campus and include everyone in the on-going training.</li> </ul>
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- **Making Meaning:** use tools, strategies, skills & knowledge to break codes, understand, and take action.
- **Breaking Through:** strive to achieve success and happiness, in learning and life.

- At D39C we nurture the creative confidence in all students through student-driven projects and enriching experiences. Our goal is to develop the creativity and self-efficacy in all students.
- Starting at the earliest ages, students explore people, places, ideas, artifacts, and events on a global scale and become more international in their understanding. Students explore the cultures, languages, and customs of people around the world finding connections between cultures and civilizations as part of our integrated global studies.
- People who have a growth mindset seek out challenges. They see failure as a chance to learn from mistakes. They celebrate the success of others because they see an opportunity to learn from the journey of others. A person with a growth mindset has the **courage** to seek challenge knowing that **persistence** is the key to achieving.
- At D39C, we create a culture of curiosity through inquiry-driven learning. Inquiry is about engagement and involvement of students in active sense-making in meaningful acts of learning. Personalization allows each child the freedom to progress forward

		<p>at their own rate, and in ways that they learn best, as they pursue their passions and prepare for their future. At D39C, we are rethinking pedagogy and leveraging current technologies that will aid us in helping to create an adaptive learning environment for our students.</p> <ul style="list-style-type: none"> <li>• Students are <b>creators</b> of digital content. Starting in the youngest grades, students will be taught how to think like a <b>designer of digital media</b>. All students will work with video, audio, and computer coding.</li> </ul>
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**Other Research: XQ Schools**

<ul style="list-style-type: none"> <li>• Voice and choice for our students</li> <li>• Being fluid and flexible with change</li> <li>• Look at all aspects of continuous improvement</li> <li>• Recognize adult lifelong learning.</li> <li>• Recognize flexible time and space opportunities for learning.</li> <li>• Look at the six design principles:</li> <li>• <b>The XQ Design Principles can guide any school community that’s ready to rethink high school so all students achieve the XQ Learner Outcomes. These research-backed principles are foundational to the XQ school design process, which has been used by teams across the country to redesign their existing schools or design new ones.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strong mission and culture</b>—A clear set of school values that unify stakeholders around a common purpose.</li> <li>• <b>Meaningful, engaged learning</b>—Interdisciplinary and engaging strategies that help students develop content knowledge and complex skills.</li> <li>• <b>Caring, trusting relationships</b>—Personal connections between students and adults, and between students and their peers, to help them develop holistically.</li> <li>• <b>Youth voice and choice</b>—Authentic, ample opportunities for students to build autonomy, develop agency, and develop their identities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Smart use of time, space, and tech</b>—Nontraditional approaches to when, where, and how students learn.</li> <li>• <b>Community partnerships</b>—Connections that open up real-world learning opportunities for students to gain valuable experiences that help them envision life beyond high school.</li> <li>• Understand the importance of the Graduate Portrait for outlining student outcomes.</li> <li>• Produce a roadmap for learning.</li> <li>• Understand the importance of problem based or project-based learning.</li> </ul>
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## Activity Three Portraits

### Learner/Graduate Portrait

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>• Self-Awareness &amp; Confidence</li> <li>• Creative and Critical Thinking</li> <li>• Collaborative Communicators</li> <li>• Responsibility &amp; Accountability</li> <li>• Dependability &amp; Reliability</li> <li>• Flexibility &amp; Agility</li> <li>• Curiosity &amp; Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Creative &amp; Critical Thinking</li> <li>• Collaborative Communicators</li> <li>• Problem Solvers</li> <li>• Culturally Competent</li> <li>• Self-awareness &amp; Confidence</li> <li>• Social Skills &amp; Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Creative &amp; Critical Thinking</li> <li>• Social Skills &amp; Responsibility</li> <li>• Empowered &amp; Resilient</li> <li>• Academically Successful for high school, college, and careers</li> <li>• Problem Solving Innovators</li> <li>• Collaborative Communicators</li> <li>• Flexibility &amp; Agility</li> <li>• Culturally Competent Advocates</li> </ul>
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> <li>• Self-Awareness &amp; Confidence</li> <li>• Empowered &amp; Resilient</li> <li>• Creative &amp; Critical Thinking</li> <li>• Curiosity &amp; Innovative Skills</li> <li>• Problem Solving Innovators</li> <li>• Collaborative Communicators</li> <li>• Curiosity, Creativity &amp; Commitment</li> <li>• Global Citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Creative &amp; Critical Thinking</li> <li>• Empathy &amp; Perseverance</li> <li>• Social Skills &amp; Responsibility</li> <li>• Curiosity &amp; Innovative Skills</li> <li>• Future Ready &amp; Adaptive</li> <li>• Connections</li> <li>• Dependability &amp; Reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy &amp; Perseverance</li> <li>• Emotionally Intelligent Thinkers</li> <li>• Creative &amp; Critical Thinking</li> <li>• Engagement</li> <li>• Responsibility &amp; Accountability</li> <li>• Connections</li> <li>• Global Citizen</li> <li>• Socially Aware Agents of Change</li> </ul>

#### **Facilitator's Revised Learner Portrait:**

- **Self-Aware and Confident Individuals**

- **Social Skilled and Responsible Citizens**
- **Creative & Critical Scholars**
- **Collaborative Communicators**
- **Problem Solving Innovators**
- **Flexible and Agile Thinkers**

## Educator/Adult Portrait

### Table 1

- Social Skills & Responsibility
- Knowledgeable & Skillful Instructors
- Decision-making Problem Solvers
- Collaborative Communicators
- Student Centered Lifelong Learners
- Flexibility & Agility

### Table 2

- Empathy & Perseverance
- Knowledgeable & Skillful Instructors
- Champions for Continuous Improvement
- Collaborative Communicators
- Dependability & Reliability
- Culturally Competent

### Table 3

- Empathy & Perseverance
- Social Skills & Responsibility
- Creative & Critical Thinkers
- Innovative
- Knowledgeable & Skillful Instructors
- Collaboration & Communication
- Student Centered Lifelong Learners
- Culturally Competent Advocates

### Table 4

- Empathy & Perseverance
- Trust & Respect
- Innovation
- Champions for Continuous Improvement
- Decision-making Problem Solvers
- Collaborative Communicators
- Flexibility & Ability
- Culturally Competent Advocates

### Table 5

- Empathy & Perseverance
- Trust & Respect
- Innovative
- Knowledgeable & Skillful Instructors
- Decision-making Problem Solvers
- Student Centered Lifelong Learners

### Table 6

- Emotionally Intelligent Empathizers
- Creative and Critical Thinkers
- Champions for Continuous Improvement
- Decision-making Problem Solvers
- Well informed Lifelong Learners
- Dependability & Reliability

### **Facilitator's Revised Educator Portrait:**

- **Empathetic & Perseverant Advocates**
- **Trusting & Respectful Colleagues**

- **Knowledgeable & Skillful Instructors**
- **Student Centered Lifelong Learners**
- **Continuous Improvement Champions**
- **Decision-making Problem Solvers**
- **Collaborative Communicators**

## System/District Portrait

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Consistent Practices, Policies, Procedures</li> <li>● Wellness &amp; Healing Center for a Culture of Emotional and Psychological Safety</li> <li>● High Standards and Expectations</li> <li>● Consistent Practices, Policies and Procedures</li> <li>● Clear Purpose and Direction</li> <li>● Unity- Sense of Belonging and Community</li> <li>● Communication &amp; Collaboration</li> <li>● Data Driven Improvement Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility &amp; Adaptability</li> <li>● Unity- Sense of Community &amp; belonging.</li> <li>● Consistent Practices, Policies, &amp; Procedures</li> <li>● Wide Range of Quality Programs and Courses to ensure Student Success</li> <li>● Clear purpose and direction</li> <li>● Communication &amp; Collaboration</li> <li>● Ongoing Equity Driven Professional Learning to respond and adapt to Educators and learner needs</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility &amp; Adaptability</li> <li>● Unity- Sense of Community &amp; belonging.</li> <li>● Consistent Practices, Policies, &amp; Procedures</li> <li>● Leadership and Responsibility</li> <li>● Communication &amp; Collaboration</li> <li>● Innovation &amp; Real-World Relevance</li> <li>● Engagement &amp; Voice</li> </ul>
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> <li>● Unity- Sense of Belonging and Community</li> <li>● Consistent Practices, Policies, Procedures</li> <li>● Clear Purpose and Direction</li> <li>● Accountability</li> <li>● Communication &amp; Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Unity- Sense of Belonging and Community</li> <li>● Trust &amp; Respect</li> <li>● Consistent Practices, Policies, and Procedures</li> <li>● Wide Range of Quality Programs and Courses to Ensure Student Success</li> </ul>	<ul style="list-style-type: none"> <li>● Unity- Sense of Belonging and Community</li> <li>● Trust &amp; Respect</li> <li>● Consistent Practices, Policies, and Procedures</li> <li>● Clear Purpose and Direction</li> <li>● Communication &amp; Collaboration</li> </ul>

<ul style="list-style-type: none"> <li>• Respectful of Students, Families &amp; Staff</li> <li>• Engagement and Voice</li> <li>• Ongoing Equity Driven Professional Learning to respond and adapt to Educator and Learner Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Clear purpose and direction</li> <li>• Communication &amp; Collaboration</li> <li>• Respectful of Students, Staff, and Families</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful of Student, Families and Staff</li> <li>• Relationships</li> <li>• Well-being</li> </ul>
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**Facilitator’s Revised System Portrait:**

- **Unity- Sense of Belonging and Community**
- **Trusting & Respectful Relationships**
- **Clear Purpose and Direction**
- **Communication & Collaboration**
- **Respectful of Student, Families and Staff**
- **Consistent Practices, Policies, and Procedures**
- **Values health, safety, and well-being of students, families, and staff**

<b>Learner Portrait</b>	<b>Educator Portrait</b>	<b>System Portrait</b>
<ul style="list-style-type: none"> <li>• <b>Self-Aware and Confident Individuals</b></li> <li>• <b>Social Skilled and Responsible Citizens</b></li> <li>• <b>Creative &amp; Critical Scholars</b></li> <li>• <b>Collaborative Communicators</b></li> <li>• <b>Problem Solving Innovators</b></li> <li>• <b>Flexible and Agile Thinkers</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Empathetic &amp; Perseverant Advocates</b></li> <li>• <b>Trusting &amp; Respectful Colleagues</b></li> <li>• <b>Knowledgeable &amp; Skillful Instructors</b></li> <li>• <b>Student Centered Lifelong Learners</b></li> <li>• <b>Continuous Improvement Champions</b></li> <li>• <b>Decision-making Problem Solvers</b></li> <li>• <b>Collaborative Communicators</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unity- Sense of Belonging and Community</b></li> <li>• <b>Trusting &amp; Respectful Relationships</b></li> <li>• <b>Clear Purpose and Direction</b></li> <li>• <b>Communication &amp; Collaboration</b></li> <li>• <b>Respectful of Student, Families and Staff</b></li> <li>• <b>Consistent Practices, Policies, and Procedures</b></li> <li>• <b>Values health, safety, and well-being of students, families, and staff</b></li> </ul>

# Activity Four: Mission and Vision

## Mission Concepts: Fundamental Purpose

**Table 1**

***Empowering confident, future- ready learners and productive citizens.***

- Empowering confident learners to be productive community citizens.
- Equip students to own their learning and take responsibility for growth and improvement.
- Customize learning for each student's strengths, needs, skills, and interests.

**Table 2**

***Empowering confident, future- ready learners and productive citizens.***

- Supporting learners to achieve their personal best.
- Work in partnership with families and District 207 to enable each learner to achieve their hopes, dreams, and aspirations.
- Help learners find their passion and pathway in life.

**Table 3**

***Empowering confident, future- ready learners and productive citizens.***

- Guide students to their pathway of success and fulfillment.
- Grow successful lifelong learners and global citizens.
- Ensure equitable use of resources to promote learning and learner success.

**Table 4**

***Empowering confident, future- ready learners and productive citizens.***

- Empowering curious, confident, future-ready learners to achieve their personal best.
- Flexible learning environments provide the space, tools, strategies to enhance student success.
- Promote educational justice, equity, and excellence

**Table 5**

***Empowering confident, future- ready learners and productive citizens.***

- Ensuring a safe, trusting environment that empowers and supports global citizens of all ages through all stages of life.
- Honor achievement and promote pride in ourselves, in our schools, and in our community.
- Unlock students' unique and limitless potential to help each learner achieve their personal best.

**Table 6**

***Empowering confident, future- ready learners and productive citizens.***

- Empower every learner to achieve personal excellence.
- Empower each student to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.
- Inspire tomorrow's leaders to be successful learners every day.
- Equip lifelong learners to achieve their hopes, dreams, and aspirations.

## Vision Concepts: North Star

Vision Concepts: North Star		
Table 1	Table 2	Table 3
<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Ensure all learners value and develop strengths to succeed in their individual pathway to success.</li> <li>• Ensure personalized learning through clear learner competencies, customized learning paths, and proficiency-based progress.</li> <li>• Draw on existing knowledge and skills to create new knowledge and skills to ensure success in both teaching and learning.</li> </ul>	<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Remove barriers, provide opportunities, and ensure student success for high school, college, careers, and life.</li> <li>• Lead and support our community in building the best foundation for all students PK-8.</li> <li>• Assist each student develop a learning pathway based on interests, learning needs, well-being and relevant data and information.</li> </ul>	<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Ensure learners actively take the lead in their learning.</li> <li>• Create a safe, respectful, supportive learning and teaching environment for learners and their families.</li> <li>• Enhance learner success, one student at a time.</li> <li>• Discover untapped opportunities to ensure learner success.</li> </ul>
Table 4	Table 5	Table 6
<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Partner with families and the community to ensure learners get what they need when they need it to achieve their personal best.</li> </ul>	<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Empowering students through a solid foundation of learning in a safe, compassionate, and innovative environment.</li> <li>• Provide state of the art learning and teaching spaces, tools, equipment, and</li> </ul>	<p><b><i>Students, staff, families, and our community value District 62 as a high quality, continuously improving school district.</i></b></p> <ul style="list-style-type: none"> <li>• Equip our learners with the competencies to transform our society and shape our future.</li> <li>• Be the best school district in Illinois.</li> <li>• Connect the classroom to the community, one student at a time</li> </ul>

- Ensure family and community engagement and respect for public education is at an all-time high.
- Provide flexible and innovative learning and workings environments to enhance student success.

strategies to motivate and inspire student success.

## **Facilitator Consensus:**

### **Possible Mission Statements:**

- Empower learners to achieve their personal best.
- Empower future-ready learners through educational equity and excellence.
- Prepare and inspire students to become balanced, confident, and resourceful lifelong learners.
- Foster an inclusive, innovative learning environment that inspires students to explore their potential, nurture their talents, and become compassionate, lifelong learners.
- Provide a holistic education that balances academic excellence with personal growth, preparing our students to navigate life's challenges and contribute meaningfully to society.

### **Possible Motto Statements:**

- Ignite curiosity. Instill compassion. Inspire courage.
- Empowering, Inspiring, Supporting
- Dream it! Believe it! Achieve it!
- Together making a difference

### **Possible Vision Statements:**

- Ensure personalized learning through clear learner competencies, customized learning paths, and proficiency-based progress.
- Remove barriers, provide opportunities, and ensure student success for high school, college, careers, and life.
- Partner with families and the community to ensure learners get what they need when they need it to achieve their personal best.
- Working collaboratively to ensure every student achieves academically, socially, and emotionally.
- Empower students through a solid foundation of learning in a safe, compassionate, and innovative environment.

## Activity Five: Core Values

### Table 1

- Accountability
- Safety
- Well-being
- Relevancy
- Embracing Individual pathways
- Effective Collaboration

### Table 2

- Collaboration & Communication
- Continuous Improvement & Stewardship
- Safety & Well-being
- Diversity & Inclusion
- Relevancy & Readiness
- Caring People & Trusting Relationships
- Learning for ALL & Commitment

### Table 3

- Trust & Respect
- Curiosity & Innovation
- Perseverance & Flexibility
- Empathy & Understanding
- Kindness & Empathy
- Integrity & Transparency

### Table 4

- Trust
- Respect
- Equity
- Accountability
- Resilience
- Collaboration
- Continuous Improvement
- Safety
- Well-being
- Curiosity
- Innovation
- Empathy

### Table 5

- Trust
- Respect
- Equity
- Empathy
- Data driven change
- Accountability
- Collaboration

### Table 6

- Trust & Respect
- Healthy Relationships & Caring
- Connected Families & Collaborative Community
- Collaboration and Communication
- Commitment & Engagement
- Innovative
- Learning for ALL

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## **Facilitator's CORE VALUES Consensus:**

- Empathy & Trusting Relationships
- Safety & Well-being
- Diversity & Inclusion
- Relevancy & Readiness
- Curiosity & Innovation
- Equity & Accountability
- Collaboration & Communication
- Continuous Improvement & Stewardship

**On the next page is a draft of the Preferred Future Statement.**

**We will share the draft with middle school students and teachers to receive feedback.**

**Students will review the Learner Portrait.**

**Teachers will review the Educator Portrait.**

**The Administrative Council will review the System Portrait.**

# Community Consolidated School District 62

## DRAFT Preferred Future Statement

### MISSION

**Empower future-ready learners through educational equity and excellence.**



### MOTTO

**Ignite curiosity  
Instill compassion  
Inspire courage**

## VISION- North Star

*Remove barriers, provide opportunities, and ensure student success for high school, college, careers, and life.*

#### Learner Portrait

- Self-Aware and Confident Individuals
- Social Skilled and Responsible Citizens
- Creative & Critical Scholars
- Collaborative Communicators
- Problem Solving Innovators
- Flexible and Agile Thinkers

#### Education Portrait

- Empathetic & Perseverant Advocates
- Trusting & Respectful Colleagues
- Knowledgeable & Skillful Instructors
- Student Centered Lifelong Learners
- Continuous Improvement Champions
- Decision-making Problem Solvers
- Collaborative Communicators

#### System Portrait

- **Unity: Sense of Belonging and Community**
- Trusting & Respectful Relationships
- Clear Purpose and Direction
- Communication & Collaboration
- Respectful of Student, Families and Staff
- Consistent Practices, Policies, and Procedures
- Values health, safety, and well-being of students, families, and staff

## Core Values

**Empathy & Trusting Relationships  
Safety & Well-being  
Diversity & Inclusion  
Relevancy & Readiness**

**Curiosity & Innovation  
Equity & Accountability  
Collaboration & Communication  
Continuous Improvement & Stewardship**