

**Community  
Consolidated School  
District 62**



Setting Direction Retreat  
Terrace Elementary  
School

December 19, 2023

8:30 a.m. to 3:30 p.m.

**Participant Handout**

**Setting Direction Retreat Purpose**

The Setting Direction 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 outcome is for the plan team to verify District Long-Range Goals, Indicators, and Measures and to Prioritize the Strategies that need most attention to move the district toward continuous improvement. The product of the day will be a DRAFT of the Strategic Plan.

**Common Vocabulary**

<b>Goal</b>	Long-range goals provide clarity in what the district hopes to achieve throughout the duration of the strategic plan timeline. They foster a results orientation and help close They help identify the targets and timelines that enable a staff to answer the question, “How will we know if all of this is making a difference?”
<b>Strategy</b>	Strategies are the actions required to guide plans to move the organization from where it is to where it wants to be. <i>Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources. Strategies must be few in number and comprehensive in action.</i>
<b>Indicator</b>	<i>The standards, skills, or evidence of performance that comprise or lead to attainment of a goal. Lagging indicators are summative in nature. Leading indicators are formative in nature. Indicators indicate what will be used as evidence for goal progress monitoring and reporting.</i>
<b>Measure</b>	<i>Measures are the instruments or tools aligned to the indicators that defines success. Often there are multiple measures for one indicator. Measures may be quantitative or qualitative.</i>

<b>Target</b>	Targets are <i>short term incremental steps measuring growth toward the Goal. Targets are set for each measure. Goals without targets lack power and usefulness.</i>
<b>Action Plan</b>	<i>An action plan defines the sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed. An action plan has four major elements (1) Specific tasks: what will be done and by whom. (2) Resource allocations: what specific funds are available for specific activities; timelines; people responsible (3) Professional Learning and Support: what will people need to know and do for effective implementation, and (4) Evidence: what will serve as the products for progress monitoring and strategy attainment.</i>
<b>Key Performance Indicator (KPI)</b>	<i>A <b>Key Performance Indicator</b> is a measurable value that demonstrates how effectively a company is achieving <b>goals and strategies</b>. . Organizations use <b>KPIs</b> at multiple levels to evaluate their success at reaching targets.</i>

**Activity One: Update the Strategic Foundation or Preferred Future Based on Student and Staff Feedback. Use the Findings of the Vision Retreat documents to see summary of concepts and ideas from our last session.**

<b>Components</b>	<b>Reflections for changing the Preferred Future Statement</b>
<p><b>Mission/Motto</b> <b>Vision</b></p> <p><b>MISSION:</b></p> <p><b>Empower future-ready learners through educational equity and excellence.</b></p> <p><b>MOTTO:</b></p> <p><b>Ignite curiosity. Instill compassion. Inspire courage.</b></p>	
<p><b>Vision</b></p> <p><b>Remove barriers, provide opportunities, and ensure student success for high school, college,</b></p>	

**careers, and life.**

## **Portraits**

### **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**

<p><b>Core Values</b></p> <ul style="list-style-type: none"> <li>• <b>Empathy &amp; Trusting Relationships</b></li> <li>• <b>Safety &amp; Well-being</b></li> <li>• <b>Diversity &amp; Inclusion</b></li> <li>• <b>Relevancy &amp; Readiness</b></li> <li>• <b>Curiosity &amp; Innovation</b></li> <li>• <b>Equity &amp; Accountability</b></li> <li>• <b>Collaboration &amp; Communication</b></li> <li>• <b>Continuous Improvement &amp; Stewardship</b></li> </ul>	
---	--

**Activity Two Part A: Review current long-range themes/goals. Consider revisions goals.**

**STRATEGIC GOALS:** The final pillar of the foundation asks members to clarify the specific goals they hope to achieve as a result of their improvement initiative. The goals pillar identifies the targets and timelines that enable a staff to answer the question, *“How will we know if all of this is making a difference?”* Goals provide a sense of priorities and the steps to achieve the benchmarks.

Effective goals foster both the results orientation and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). Goals must have a results-orientation.

*A goal tells us what we want to achieve. A strategy tells us what we might do differently to see if we can achieve the goal.* A goal is a **“WHAT”!** A strategy is a **“HOW”!** (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

**Criteria for evaluating a goal statement:**

- Does it manifest our mission and vision?
- Is it specific and strategic?
- Is it measurable?
- Is it actionable and aligned?
- Is it results-oriented?
- Is it time bound and target-oriented?
- Will it guide with work of school improvement?
- Will it guide the work of team/department and classroom improvement?
- Can it be aligned to leader and employee performance goals?
- Will it provide a data system to monitor and report performance at all levels?

***Examples of Strategic Goals:***

- Ensure college and career readiness for ALL students.
- Ensure maximum development, growth, and achievement for all students.
- Engage families and the community as vital partners in the education process.
- Provide a rigorous, relevant, engaging and satisfying learning environment.
- Provide a productive, safe, and supportive learning environment.
- Develop shared responsibility and accountability through a partnership among and between school, home, and the community.
- Align resources to accomplish priorities within a balanced budget.
- Cultivate a positive and productive working environment that attracts, develops and retains high quality staff.
- Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.

<b>D62 CURRENT LONG-RANGE GOALS</b>	<b>POSSIBLE LONG-RANGE GOAL STATEMENTS</b>
<p><b>GOAL: WORLD CLASS EDUCATION</b></p> <p>Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.</p> <p><b>Choose this current goal statement or select one you like better in the examples provided to the right. You can also write your own.</b></p> <p><b>Identify 1<sup>st</sup> choice and 2<sup>nd</sup> choice.</b></p>	Every student deserves a world-class education.
	Maximize student achievement to prepare our students to be high school, career and college ready.
	Ensure all students succeed by ensuring they know what success looks like.
	Build each student's ownership of their learning.
	Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.
	Promote student growth and achievement through a whole-child teaching and learning approach.
	Prepare all students to be future ready and empower them to dream, believe and achieve.
<b>Write your own.</b>	
<p><b>GOAL: LEARNING CENTERED ENVIRONMENT &amp; SUPPORTS</b></p> <p>Provide personal support to each student to develop the skills and confidence to be self-sufficient learners.</p> <p><b>Choose this current goal statement or select one you like better in the examples provided to the right. You can also write your own.</b></p> <p><b>Identify 1<sup>st</sup> choice and 2<sup>nd</sup> choice.</b></p>	Provide a safe and high-quality environment that supports student learning.
	Align the culture of the district and schools with 21 <sup>st</sup> century research on teaching and learning.
	Create the conditions necessary to ensure personalized learning for each student.
	Growth for every student, elimination of outcome and opportunity gaps
	Prioritize diversity, equity, and inclusion to create an environment where personalized learning will be successful.
	An inclusive culture of learning allows each learner to define their pathway to success.
	Establish a safe, positive, and engaging learning environment to meet the academic, social and emotional needs of each student.
	Provide an engaging and nurturing environment to meet each student's needs and interests.
<b>Write your own,</b>	

<p><b>GOAL: WORLD'S BEST WORKFORCE</b></p> <p>Provide personal support to each staff member to develop the skills and confidence to be innovative, exemplary, and visionary leaders of the district and their profession.</p> <p><b>Choose this current goal statement or select one you like better in the examples provided to the right. You can also write your own.</b></p> <p><b>Identify 1<sup>st</sup> choice and 2<sup>nd</sup> choice.</b></p>	Invest in our workforce to ensure innovation, collaboration, passion, responsibility, and accountability.
	Every student deserves to learn in a classroom and school with caring, qualified employees.
	Hire and retain a talented, effective workforce with diverse cultural and experiential backgrounds, and provide them with meaningful professional learning.
	Engage employees and strengthen workplace pride through effective internal communication and collaboration.
	Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators
	Invest in staff and leaders to ensure innovation, responsibility, and accountability.
	Each learner is supported by educators committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career, and life readiness.
	<b>Write your own.</b>
<p><b>STRATEGIC PARTNERSHIPS</b></p> <p>Engage families and the community as partners to support student success.</p> <p><b>Choose this current goal statement or select one you like better in the examples provided to the right. You can also write your own.</b></p> <p><b>Identify 1<sup>st</sup> choice and 2<sup>nd</sup> choice.</b></p>	Partnering with families and the community to build trust, commitment, resources, and unity.
	Every student deserves opportunities to partner with families, business, and community partners to prepare for college, career, and life.
	Cultivate partnerships with families and the community to support and expand learning opportunities for each student.
	Ensure that schools are trusted as safe, quality, productive learning environments by parents and the community.
	Support partnerships through communication, collaboration, trust, and respect to advocate for student success.
	Success requires strong, respectful partnerships with our families and community.
	Communicate and collaborate to build trust, commitment, and community with stakeholders.
	Establish a culture of transparency, trust, and mutual respect with families and the community.
<b>Write your own.</b>	
<p><b>STRATEGIC RESOURCES</b></p> <p>Effectively, efficiently, and equitably manage the district's facilities and financial resources.</p> <p><b>Choose this current goal statement or select one you like better in the examples provided to the right. You can also write your own.</b></p> <p><b>Identify 1<sup>st</sup> choice and 2<sup>nd</sup> choice.</b></p>	Ensuring sufficient and equitable resources to provide students what they need to thrive in the world and change it for the better.
	Serve as resource stewards for our community.
	Every student deserves to have equitable resources of time, space, people, and money We will improve and maintain facilities and the effectiveness of operations.
	Serve as resource stewards for our community.
	Ensure effective and efficient use of time, space and other resources through careful planning and financial stewardship
	Make effective and efficient use of our resources to maximize educational success for each student, every school, and the district.
	Align human, financial, and physical resources to ensure integrity and equity in resource planning and allocation.

	Align resources and infrastructure.
	Ensure effective and efficient use of time, space and other resources through careful planning and financial stewardship
	<b>Write your own.</b>

**Activity Two Part B: Learn about what makes a goal SMART and the importance of Key Performance Measures and Targets. Discuss Tools for Schools: Work Smarter Not Harder. Discuss Key Performance Indicators.**

SMART	KPIs	Targets
S		
M		
A		
R		
T		

**Activity Two Part C: Provide feedback on POSSIBLE goal Key Performance Indicators/Measures to be used to measure progress monitor, and report performance on the long-range goals. Discuss Redefining Ready.**

Current Goals	Suggested Revisions	
<b>GOAL: WORLD CLASS EDUCATION</b>	<ul style="list-style-type: none"> <li>● GRADUATION RATE</li> <li>● STATE ASSESSMENT ENGLISH LANGUAGE ARTS SCORE</li> <li>● STATE ASSESSMENT MATHEMATICS SCORE</li> <li>● STATE ASSESSMENT SCIENCE ASSESSMENT</li> <li>● 9TH GRADE ON TRACK – HIGH SCHOOL READINESS</li> <li>● READING ON LEVEL BY 3<sup>RD</sup> GRADE</li> <li>● ENGLISH LANGUAGE PROFICIENCY</li> <li>● FINE ARTS PARTICIPATION</li> <li>● ADVANCE PLACEMENT/HONORS/ALGEBRA IN 8<sup>TH</sup> GRADE- HIGH SCHOOL READINESS</li> </ul>	
<b>GOAL: LEARNING CENTERED ENVIRONMENT &amp; SUPPORTS</b>	<ul style="list-style-type: none"> <li>● STUDENT ATTENDANCE</li> <li>● CHRONIC ABSENTEEISM</li> <li>● DIVERSITY <ul style="list-style-type: none"> <li>● White</li> <li>● Black</li> <li>● Hispanic</li> <li>● Asian</li> <li>● Multi-Racial</li> <li>● Low Income</li> <li>● Students with Disabilities</li> </ul> </li> <li>● ENGLISH LANGUAGE LEARNERS</li> </ul>	<ul style="list-style-type: none"> <li>● CLASS SIZE</li> <li>● STUDENT: TEACHER RATIO</li> <li>● STUDENT: ADMINISTRATOR RATIO</li> <li>● STUDENT BEHAVIOR REFERRALS</li> <li>● IN SCHOOL SUSPENSIONS</li> <li>● OUT OF SCHOOL SUSPENSIONS</li> <li>● STUDENT SATISFACTION</li> <li>● STUDENT ENGAGEMENT</li> <li>● PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES</li> </ul>
<b>GOAL: WORLD’S BEST WORKFORCE</b>	<ul style="list-style-type: none"> <li>● TEACHER/STAFF ENROLLMENT</li> <li>● TEACHER/STAFF DIVERSITY</li> <li>● TEACHER/STAFF ATTENDANCE</li> <li>● TEACHER/STAFF RETENTION</li> <li>● TEACHER/STAFF EDUCATION</li> <li>● TEACHER/STAFF PERFORMANCE EVAL</li> <li>● NATIONAL BOARD-CERTIFIED TEACHERS</li> <li>● CERTIFIED/ NON-CERTIFIED STAFF SATISFACTION</li> <li>● SALARIES AND BENEFITS</li> <li>● PROFESSIONAL DEVELOPMENT OPPORTUNITIES</li> </ul>	
<b>STRATEGIC PARTNERSHIPS</b>	<ul style="list-style-type: none"> <li>● FAMILY ENGAGEMENT</li> <li>● FAMILY ATTENDANCE AT CONFERENCES</li> <li>● FAMILY SATISFACTION</li> <li>● VOLUNTEERISM</li> <li>● FAMILY USE OF DIGITAL REPORTING SYSTEMS</li> <li>● SERVICE-LEARNING OPPORTUNITIES</li> <li>● INTERNSHIP OPPORTUNITIES</li> <li>● NO. OF COMMUNITY PARTNERSHIPS</li> <li>● FOUNDATION</li> </ul>	
<b>STRATEGIC RESOURCES</b>	<ul style="list-style-type: none"> <li>● INCREASE ANNUALLY IN REVENUE SOURCES. FUND BALANCES HAVE GROWN EACH YEAR</li> <li>● EXPENDITURE LESS THAN REVENUES ANNUALLY</li> <li>● EVALUATED ASSESSMENT VALUATION/TAX RATE</li> <li>● STATE FINANCIAL PROFILE <ul style="list-style-type: none"> <li>● Fund balance to Revenue Ratio</li> <li>● Expenditure to Revenue Ratio</li> <li>● Days Cash on Hand</li> <li>● Percent short-term borrowing remaining</li> <li>● Percent long-term borrowing remaining</li> </ul> </li> <li>● OPERATING EXPENSE PER PUPIL</li> <li>● INSTRUCTIONAL EXPENSE PER PUPIL</li> <li>● ANNUAL AUDIT FINDINGS</li> <li>● GRANT/OTHER RESOURCES</li> </ul>	<ul style="list-style-type: none"> <li>● SPACE UTILIZATION</li> <li>● LIFE SAFETY COMPLIANCE</li> <li>● FACILITIES LONG RANGE PLAN ON TRACK</li> <li>● CLEANLINESS</li> <li>● SAFETY AND SECURITY</li> <li>● MAINTENANCE</li> <li>● CYCLE TIME FOR FACILITY RELATED REPAIRS</li> <li>● CYCLE TIME FOR FACILITY RELATED REPLACEMENTS</li> <li>● RATIO STUDENT: DEVICE</li> <li>● NETWORK/WIFI CAPACITY</li> <li>● CLASSROOM TECHNOLOGY UP TO DATE</li> <li>● CYCLE TIME FOR TECH RELATED REPAIRS</li> <li>● CYCLE TIME FOR TECH RELATED REPLACEMENTS</li> </ul>



Goal	SWOT Findings
1	<ul style="list-style-type: none"> <li>• Student performance on state tests is still lower than pre-pandemic levels in English language arts, Mathematics, and Science.</li> <li>• Achievement gaps among student gender, ethnic and special education populations exist and need to be closed.</li> <li>• 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.</li> <li>• Full Day Kindergarten implementation</li> <li>• Middle School Experience implementation</li> </ul>
2	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Student Ownership of Learning: Voice, Choice, Interests, Goal Setting, Accountability</li> <li>• Equity (DEI) Continuum</li> <li>• Innovative, cross-curricular, project-oriented, inquiry-based learning instructional practices and space.</li> <li>• Safety and Violence</li> <li>• Cultural awareness and differences</li> </ul>
3	<ul style="list-style-type: none"> <li>• Staff demographics need to mirror student demographics with implications for future recruitment and hiring.</li> <li>• 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.</li> <li>• 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</li> <li>• Social and emotional student and staff needs following post COVID.</li> <li>• Education staffing shortages and state certification barriers</li> </ul>
4	<ul style="list-style-type: none"> <li>• 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 &amp; well-maintained buildings.</li> <li>• Newcomers Needs and Belonging implementation.</li> <li>• Parent Engagement, Education, and improved Communication</li> <li>• Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. Partnership between District 207 and D62.</li> <li>• Federal and State mandates and funding resources</li> <li>• Lack of support and respect felt in the field of education due to societal unrest post pandemic.</li> <li>• Family Mobility leading to time in school and unexpected enrollment fluctuation.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Enrollment shifts: Class size, space, staffing, and resources</li> <li>• Aging facilities with capital projects, replacements, remodeling, inclusive playgrounds, etc.</li> <li>• Federal and State mandates and funding resources</li> <li>• Social media access, appropriate use, and platforms accountability and Evolving Technology challenges</li> <li>• Cyber security measures.</li> </ul>

## **Activity Three: Discuss the difference between a goal and a strategy. Learn about College, Career, and Life Readiness Standards. View examples of goals and aligned strategies.**

**Reminder:** The difference between a goal and a strategy is . . .

**Goal:** What we want to achieve and if we achieve all goals we will fulfill our mission and vision.

**Strategy:** What is most urgent for us to address and do differently to achieve our goals. While a strategy is aligned directly to a goal, a strategy may have impact on more than one goal. Action plans will be developed following strategic planning for all strategies.

## **Activity Four Part A: Reflect on SWOT analysis and Preferred Future Statement to identify most urgent strategies for action.**

**Strategies:** Strategies are the actions that are required to guide plans to move the organization from where it is to where it wants to be. *Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources.* Strategies must be *few in number and comprehensive in action.*

Strategies are identified by the strategic plan team at the district level but are turned over to action plan teams who are best qualified and certified to identify how the organization will go about closing the gaps. Action planning must follow the Plan-Do-Study-Act process to ensure consistency in approach and quality in research-based practice.

A goal is what we hope to achieve. A strategy is something we are going to do differently to achieve the goal.

(adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

### **Criteria for evaluating a strategy statement and related SMART Action plan:**

- Is it an urgent gap or need that must be addressed to achieve our goals?
- It is supported by data and information from stakeholders.
- Is it a mandate that must be accomplished within a timeframe that demands we do it now?
- Is it a high priority?
- Is there buy in and ownership from stakeholders as to the urgency for our alignment of time, money, and people resources?
- Do we know what had been done in the past to address this strategy that has not worked?
- Do we know what is required to do this strategy differently?
- Can this strategy be measured, and progress monitored?
- Will it guide the work of school and district improvement?

### **Examples of Strategy Ideas:**

✓ Equity

- ✓ Student Agency: Voice, Choice, ownership of learning
- ✓ Inquiry-Based Learning; Problem-based Learning
- ✓ STEM or STREAM
- ✓ Community perception/satisfaction
- ✓ Staff engagement, professional development, collaboration
- ✓ Technology Integration
- ✓ Aligned, Articulated Curriculum and Assessment
- ✓ High Impact Instruction; Differentiated Professional Development
- ✓ High-Quality Interventions and Enrichments
- ✓ Data Driven Decision Making: Goals, Measures, Targets, Progress Monitoring and Reporting
- ✓ Collaboration and Teaming for Continuous Improvement; Professional Communities of Practice
- ✓ Master Facilities Plan: Life Safety & Universal Access
- ✓ Social Emotional Learning
- ✓ Limited Resources

## **Model the process with the group.**

Use the SWOT Analysis

Use the revised Preferred Future Statement Vision

Identify 8-10 strategy topics that need our critical attention to move the district to a higher level of discussion.

1. Begin with one from a table team. Ask them to state the strategy issue and why they selected it.
2. Ask all other teams if they had a similar or related issue. Count the number of total tables who identified the issue.
3. Chart all strategies with the total number of tables with the same issue identified.
4. Repeat with next table.
5. Chart all strategies with the total number of tables with the same issue identified. until all strategies are out

# Community Consolidated School District 62 STRATEGIES

Current Strategies for each Long-Range Goal.	Ideas for Change from the SWOT, Preferred Future Statement, and other information S = from SWOT P = from Preferred Future Statement O = Other	New Strategies for Consideration <b>IDENTIFIED THE ISSUES/CHALLENGES</b> that need to be addressed to move the district to better achieve its mission and vision.?
<p><b>GOAL: 1</b></p> <p><b>World Class Education</b></p> <p><b>Current Strategies for each Long-Range Goal.</b></p> <p><i>Personalize learning</i> by providing a system of instructional interventions and enrichments to <b>ensure achievement gaps close</b> and that <b>each student demonstrates growth and improvement in their learning.</b></p> <p><i>Expand PreK-2 early learning options</i> to increase the number of students demonstrating <b>readiness for kindergarten and to set expectations for students to be reading at grade level by the end of second grade.</b></p> <p><i>Improve transition from elementary to middle to high school</i> through the development of a personalized <b>pathway/portfolio that can be monitored, reported, and adjusted annually to ensure progress toward college, career, and life readiness.</b></p>	<ul style="list-style-type: none"> <li>• <b>Student performance on state tests is still lower than pre-pandemic levels in English language arts, Mathematics, and Science. S</b></li> <li>• <b>Achievement gaps among student gender, ethnic and special education populations exist and need to be closed. S</b></li> <li>• <b>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. S</b></li> <li>• <b>Full Day Kindergarten implementation. S</b></li> <li>• <b>Middle School Experience implementation. S</b></li> <li>• <b>Learner Portrait P</b></li> </ul>	<p><b>1. Increase student performance while ensuring learner readiness from grade to grade, school to school, and middle to high school.</b></p> <p><b>2. Expand learning choices among early learning (Birth to Grade 1) and middle school programs and services (6-8)</b></p> <p><b>3. Align curriculum expectations with the Learner Profile to set consistent grade level learning curricular expectations, assessments, and instruction.</b></p> <p><b>4. Provide meaning professional learning to instructional staff to ensure high student engagement, curiosity, innovation, and project-based mastery learning experiences.</b></p> <p><b>Write your own:</b></p>

<p><b>GOAL: 2</b></p> <p><b>LEARNING CENTERED ENVIRONMENT &amp; SUPPORTS</b></p> <p>Increase opportunities for <i>student voice, engagement, and responsibility</i> in being an active participant in their learning.</p> <p>Continuously <i>enhance student social, emotional, and health needs</i>.</p> <p>Explore unique student and family <i>choice options for delivery of services: PreK-8, year-round, dual language, multi-grade, STEM, and other</i>.</p>	<ul style="list-style-type: none"> <li>● <b>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 S</b></li> <li>● <b>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 S</b></li> <li>● <b>Student Ownership of Learning: Voice, Choice, Interests, Goal Setting, Accountability S</b></li> <li>● <b>Equity (DEI) Continuum S</b></li> <li>● <b>Innovative, cross-curricular, project-oriented, inquiry-based learning instructional practices and space. S</b></li> <li>● <b>Safety and Violence S</b></li> <li>● <b>Cultural awareness and differences S</b></li> <li>● <b>Mission and Vision P</b></li> <li>● <b>Learner Portrait P</b></li> <li>● <b>CORE Values P</b></li> </ul>	<p><b>5. Operationalize a Multi-Tiered Systems of Support (MTSS) providing a continuum of programs and services for academics and social emotional behaviors.</b></p>
		<p><b>6. Address student satisfaction in all areas where it has been identified as in need of attention through annual surveys.</b></p>
		<p><b>7. Demonstrate success in increasing opportunities for student voice, engagement, and responsibility in being active participants in their learning through a tracked personalized pathway system.</b></p>
		<p><b>8. Continue to ensure the learning and teaching environment is safe, secure, nurturing, equitable and inclusive.</b></p>
		<p><b>Write your own:</b></p>

<p><b>GOAL: 3</b></p> <p><b>WORLD'S BEST WORKFORCE</b></p> <p>Provide opportunities for <b>staff voice, engagement, and input into critical decisions</b> that lead to improved collaboration, articulation, professional development, and system coherence.</p> <p>Build trust, confidence, support, and relationships within the work environment to <b>impact staff health and well-being</b>.</p> <p>Assist staff <b>identify, use, and reflect on key data sources to monitor and report progress and drive instructional decisions</b>.</p>	<ul style="list-style-type: none"> <li>• Staff demographics need to mirror student demographics with implications for future recruitment and hiring. S</li> <li>• 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. S</li> <li>• 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. S</li> <li>• Social and emotional student and staff needs following post COVID. S</li> <li>• Education staffing shortages and state certification barriers S</li> <li>• Portrait of a Learner P</li> <li>• Portrait of an Educator P</li> <li>• Portrait of the System P</li> <li>• Core Values P</li> <li>• Mission and Vision P</li> </ul>	<p><b>9. Address certified and support staff satisfaction in all areas where it has been identified as in need of attention through annual surveys.</b></p> <p><b>10. In recruitment and hiring decisions, prepare for staffing shortages, state certification barriers, and changing staff demographics reflecting student demographics.</b></p> <p><b>11. Impact staff health and well-being through social, emotional, and physical challenges.</b></p> <p><b>12. Enhance commitment from staff to the new strategic plan, align expectations to the Educator Portrait, and align behaviors to the core values.</b></p> <p>Write your own.</p>
---	---	---

<p><b>GOAL 4:</b></p> <p><b>STRATEGIC PARTNERSHIPS</b></p> <p>Improve <b>communication and collaboration with families and the community</b> through clear expectations, engagement, Input, and ownership.</p> <p>Partner with community businesses, agencies, and other organizations to <b>further student and staff learning and provide both career and workplace resources and experiences.</b></p>	<ul style="list-style-type: none"> <li>• 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 &amp; well-maintained buildings. S</li> <li>• Newcomers Needs and Belonging implementation. S</li> <li>• Parent Engagement, Education, and improved Communication S</li> <li>• Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. Partnership between District 207 and D62. S</li> <li>• Lack of support and respect felt in the field of education due to societal unrest post pandemic. S</li> <li>• Family Mobility leading to time in school and unexpected enrollment fluctuation. S</li> <li>• Portrait of a System/District-P</li> <li>• Mission and Vision-P</li> </ul>	<p><b>13. Address family satisfaction in all areas where it has been identified as in need of attention through annual surveys to engage families as partners in the student’s education.</b></p>
		<p><b>14. Address the changing needs of families through belonging, newcomers to the district, mobility, multi-languages spoken, and/or declining trust and respect for public education.</b></p>
		<p><b>15. Ensure a healthy partnership between District 62 and District 207.</b></p>
		<p><b>16. Ensure a healthy partnership between District 62 and the community to further student and staff learning and provide both career and workplace resources and experiences.</b></p>
<p><b>Write your own.</b></p>		

<p><b>GOAL 5:</b></p> <p><b>STRATEGIC RESOURCES</b></p> <p><i>Equitably allocate resources</i> to meet the needs of all students and ensure the district continuously improves.</p> <p>Guarantee all <b>facilities are safe, equitable, and optimal for 21st century teaching and learning.</b></p>	<ul style="list-style-type: none"> <li>• Enrollment shifts: Class size, space, staffing, and resources S</li> <li>• Aging facilities with capital projects, replacements, remodeling, inclusive playgrounds, etc. S</li> <li>• Federal and State mandates and funding resources S</li> <li>• Social media access, appropriate use, and platforms accountability and evolving technology challenges S</li> <li>• Cyber security measures. S</li> <li>• SYSTEM Portrait. P</li> </ul>	<p><b>17. Address space and class size inconsistencies across the district, while ensuring facilities are safe, clean, well-maintained, and optimal for 21st century teaching and learning.</b></p>
		<p><b>18. Continue to equitably allocate resources to meet the needs of all students and ensure the district continuously improves.</b></p>
		<p><b>19. Enhance the use of technology as a tool to further teaching and learning.</b></p>
		<p><b>20. Influence federal, state, and local legislation to maintain the historical sound financial picture of the district.</b></p>
		<p><b>Write your own.</b></p>

## **Activity Four Part B: Summary of most frequently identified strategies:**

Identify 12-16 strategy topics that need our critical attention to move the district to a higher level of discussion.

1. Chart all strategies with the total number of tables with the same issue identified.
2. Identify those strategies on the list with 5 or more table team responses
3. 4 or more
4. 3 or more

Select the top 12-16

### **Reminder:**

The Final Meeting of the Strategic Plan Team will be on January 11 from 4:00-6:00pm. It will be a virtual meeting.

A draft of the plan will be sent out for stakeholder feedback between now and that meeting.

The team will review all feedback and make final refinements to the draft of the plan. The plan will then be readied for Board approval.

#### **Schedule:**

- Reviewing the Draft Plan Final Session (Zoom)
- Board of Education Regular Action Meeting Sharing the Findings of the Final Meeting of the Plan Team.
- Central Leadership Team Workshop on Living the Plan
- Board of Education Committee of the Whole Meeting Presentation
- Board of Education Regular Action Meeting for Approval