

CONSORTIUM FOR EDUCATIONAL CHANGE
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HONOR TRADITION — INNOVATE TOGETHER — INSPIRE THE FUTURE
#InspireLT
STRATEGIC PLANNING

Strategic Planning
Vision Retreat

Welcome and Introductions

- **Who** is in the room?
- **What** are we here to do?
- **Why** is this an important event?



HONOR TRADITION — INNOVATE TOGETHER — INSPIRE THE FUTURE

#InspireLT

STRATEGIC PLANNING

Honor Tradition

Innovate Together

Inspire the Future



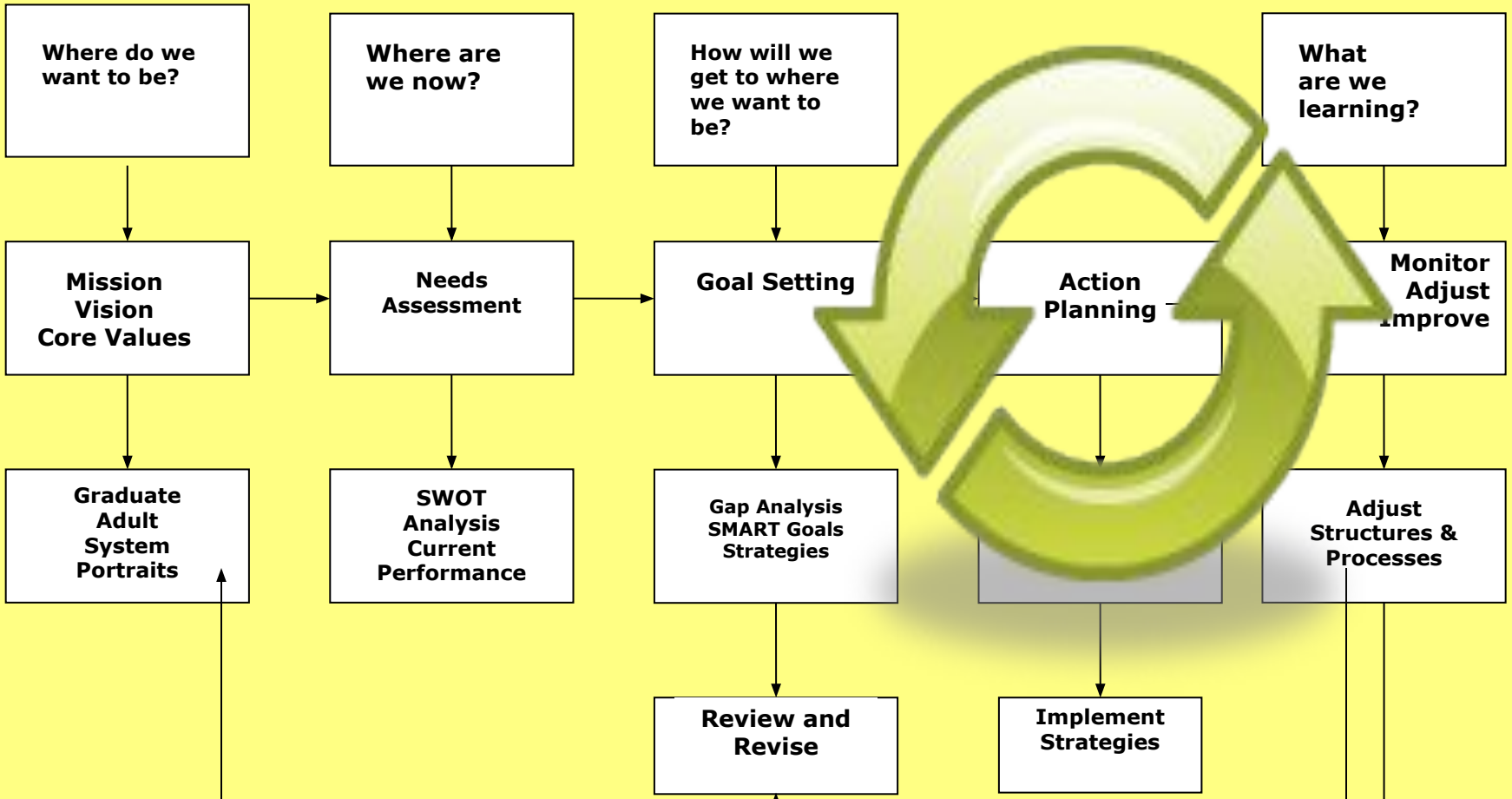
Our century-old motto, *Vita Plena*, **the quest for the fulfilling life.**



FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars	Guiding Question
MISSION	***What is our fundamental purpose; why do we exist?***
VISION	***What must we become in order to accomplish our fundamental purpose?***
GOALS	***How will we know if we are making a difference?***
VALUES	***How must we behave to achieve our mission, vision and goals?***

Strategic Planning Process



Strategic Plan's Foundational Questions:



What business are we in and why?

Mission, Vision, and Core Values

Long-Range Goals

- What are the key issues that are urgent to address?

Strategy

- How will we know we are growing and improving?

Key Indicators, measures



It is good to have an end to journey toward;

but it is the journey that matters in the end.

Ursula K. LeGuin 1999

CONTINUOUS IMPROVEMENT

"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."

-Grant Lichtman, *#EdJourney: A Roadmap to the Future of Education*





We know ***who we are***.
We have the opportunity to envision ***who we want to be***.

COMMON VOCABULARY

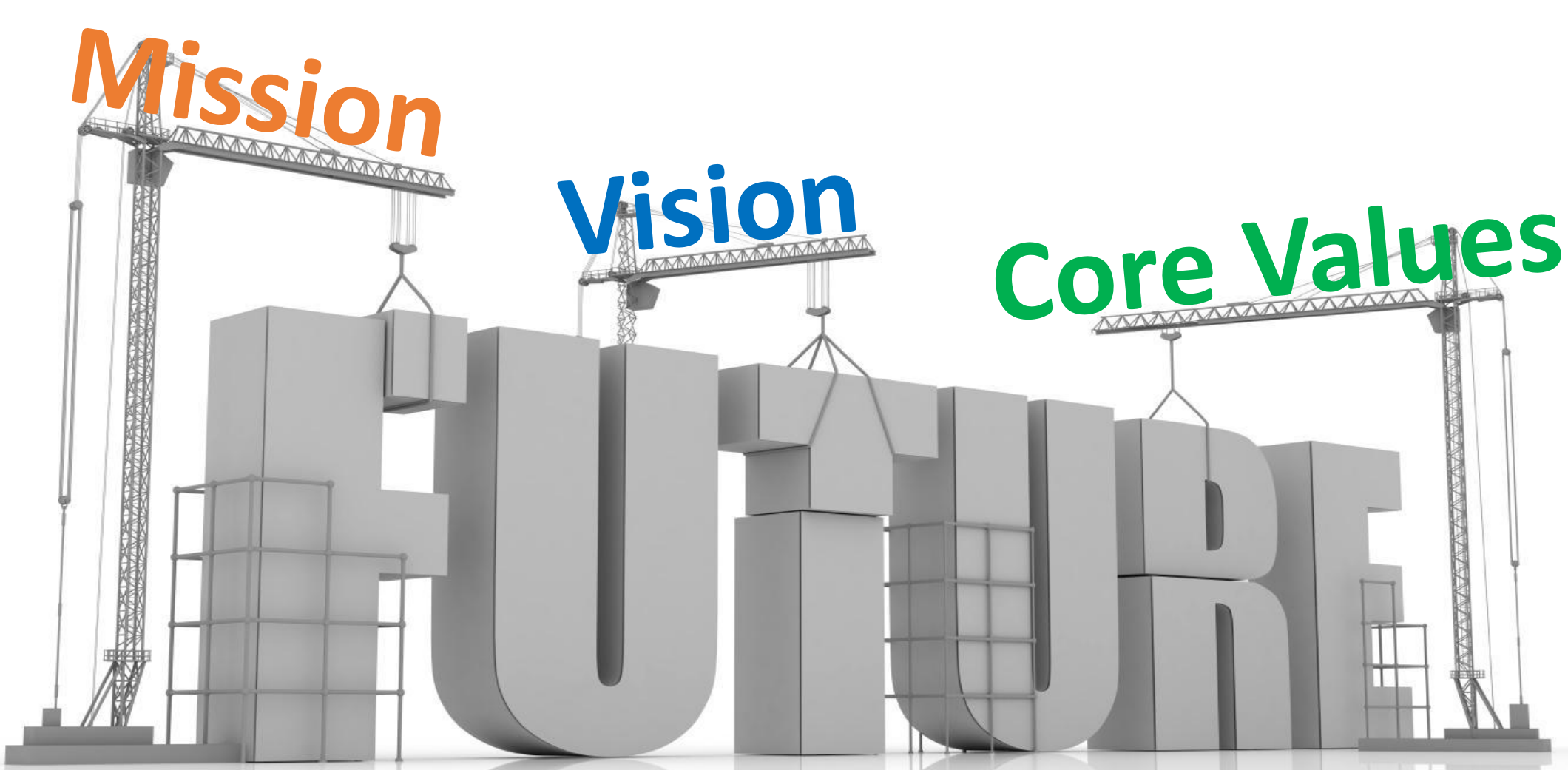




VISION RETREAT OUTCOMES

Answer the question *"Where do we want to be? How will we look, sound, and feel differently 5 years down the road than we do today?"*

- ***Reflect*** *on* ***STAKEHOLDER FEEDBACK*** *to revise our SWOT analysis from the Data Retreat.*
- ***Envision*** *what a great PREFERRED Future Statement looks like.*
- ***Investigate*** *schools and districts to identify practices and ideas to inform* ***A PREFERRED FUTURE FOR THE DISTRICT.***
- ***Explore*** ***Student, Adult, and System Portraits*** *to describe a future vision*
- ***Invent*** *a* ***PREFERRED FUTURE (Mission and Vision)*** *to move the district to an even high level of performance.*
- ***Develop*** ***a set of CORE VALUES*** *that will guide the actions and behaviors of the district as its works toward achieving its Preferred Future*



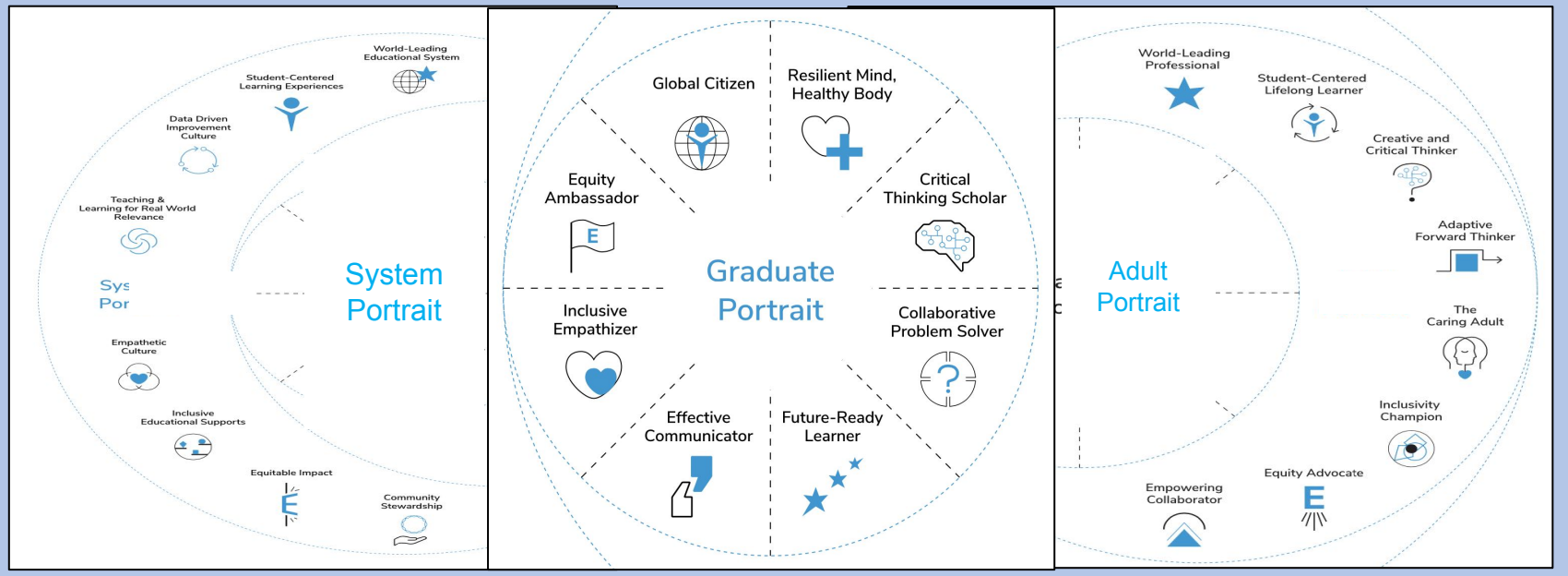
How do we want to be different 5 years from now than we are today?

Preferred Future Statement

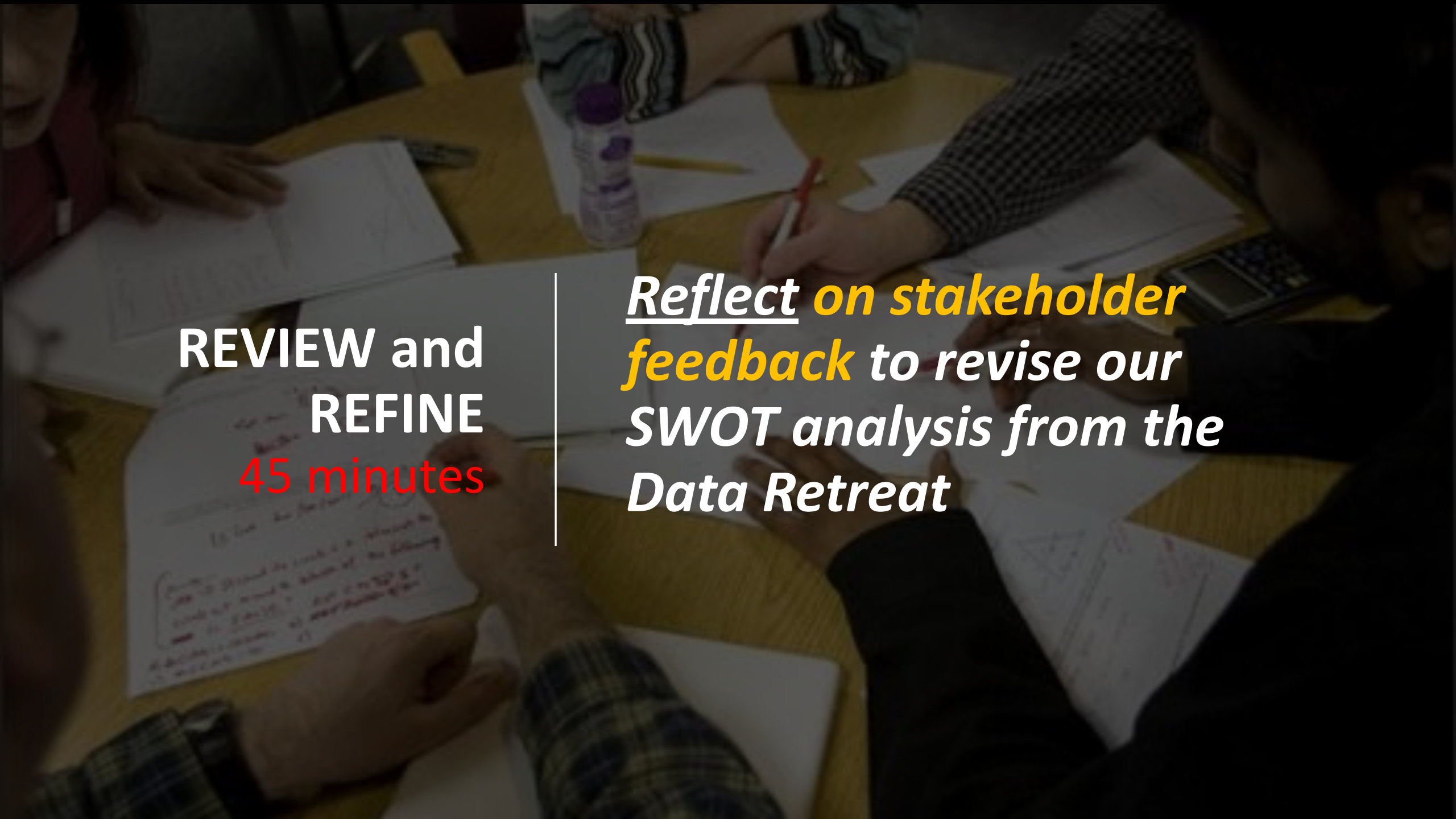
Mission

Motto

Vision – North Star



Core Values



REVIEW and REFINE

45 minutes

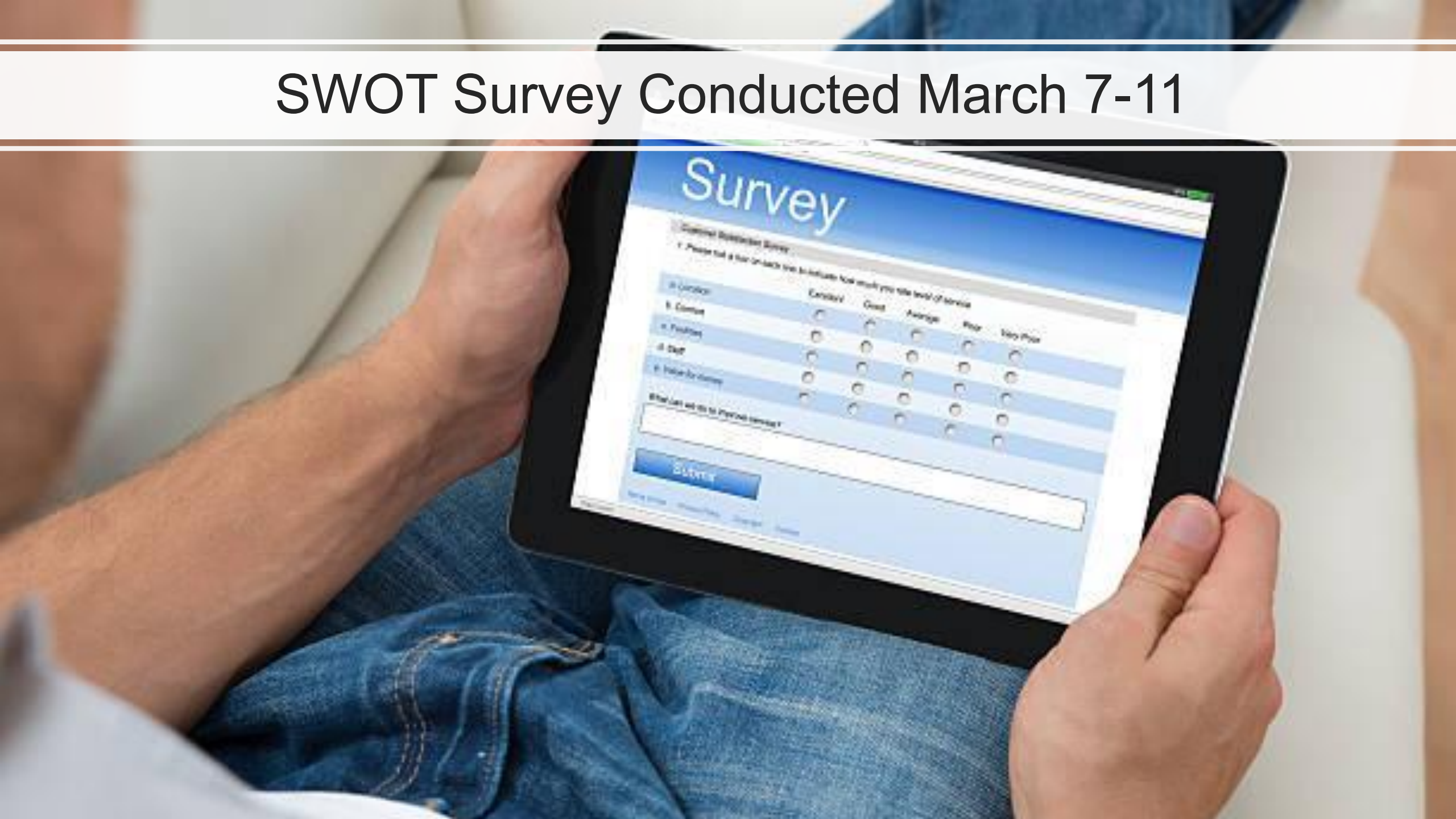
Reflect on stakeholder feedback to revise our SWOT analysis from the Data Retreat

SWOT ANALYSIS

- S TRENGTHS
- W EAKNESSES
- O PPORTUNITIES
- T HREATS



SWOT Survey Conducted March 7-11



Lyons Township High School District 204 Data Retreat Findings

SWOT ANALYSIS DRAFT

Strengths: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?	Weaknesses: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?
• Community Pride and Support • High Quality Faculty, Staff and Leadership • Financial Health and Stewardship • Highest State Financial Rating, Highest Bond Rating • Student Achievement Results well above State Averages • Numerous Academic, Co-Curricular Offerings, and Elective Offerings • Recognized by Others for Tradition of Excellence • 82% Students Admitted to University/ Junior Colleges upon Graduation • Staff Retention • Increase in Dual-Credit, Advance Placement courses and in the number and participation in Dual-Credit, Advance Placement courses.	• Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students) • Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)) • Intervention Systems not successful • Lack of Staff Diversity • Facilities need upgrading to enhance teaching and learning • Grading Practices and Policies • Student Engagement, Attendance, Motivation, Discipline, & Ownership • Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction • Social Emotional, Mental Health needs of Students and Staff
Opportunities: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.	**Threats: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?**
• Communication & Collaboration & Connection between two campuses and with all feeder elementary districts • Pathway Opportunities for Student Readiness for College, Career and Life • Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future • Reinvent the student day and year aligned to the new mission and vision • Technology expectations for students and staff integrated into coursework • Enhance forms of communication externally with families & the community	• Staff shortages • Social Media Challenges • Racism and Political Differences • Future of Public Education • Civic and Social Unrest • School Funding- state and federal • Pandemic Impacts • Slow to change • Safety and Security

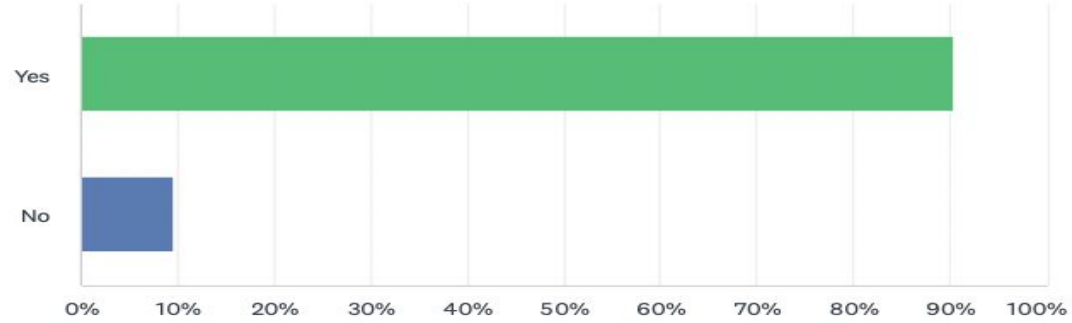
Participation by Stakeholder Group

ANSWER CHOICES	RESPONSES	
Administrator	1.41%	18
Board member	0.16%	2
Community member (no children currently attending District 204)	6.36%	81
Parent (children currently attend District 204)	44.03%	561
Staff	10.99%	140
Student	28.10%	358
Other (please specify)	8.95%	114
TOTAL		1,274

Q2 Please review the list of strengths below that were identified by the InspireLT Plan Team. Community Pride and Support High Quality Faculty, Staff and Leadership Financial Health and Stewardship Highest State Financial Rating, Highest Bond Rating Student Achievement Results well above State Averages Numerous Academic, Co-Curricular Offerings, and Elective Offerings Recognized by Others for Tradition of Excellence 82% Students Admitted to University/Junior Colleges upon Graduation Staff Retention Increase in Dual-Credit, Advanced Placement courses and in the number and participation in Dual-Credit, Advanced Placement courses Now that you have reviewed the list of strengths, please indicate if you can support the strengths listed.

Answered: 1,092 Skipped: 182

90.48% YES



9.52% NO

ANSWER CHOICES	RESPONSES	
Yes	90.48%	988
No	9.52%	104
TOTAL		1,092

Answered No, I cannot Support. I feel **something is listed that is not a STRENGTH**

Answered No, I cannot Support. I feel **there is a STRENGTH missing**.

Q3 Which of the strength(s) listed in Q2 can you not support?

Answered: 65 Skipped: 1,209

ANSWER CHOICES	RESPONSES	
Strength #1:	100.00%	65
Strength #2:	63.08%	41
Strength #3	33.85%	22

#	STRENGTH #1:	DATE
1	Taxing the town	3/12/2022 3:18 PM
2	Student achievement above or at past LTHS standards	3/11/2022 11:42 PM
3	High quality faculty	3/11/2022 3:23 PM
4	High quality faculty, staff, and leadership	3/11/2022 12:55 PM
5	Increase of AP and Dual Credit courses	3/11/2022 12:12 PM
6	High quality staff	3/10/2022 10:15 PM
7	Community Pride and Support	3/10/2022 9:14 PM
8	Community Support	3/10/2022 4:41 PM
9	Numerous Academic, Co-Curricular Offerings, and Elective Offerings	3/10/2022 12:19 PM
10	guh	3/10/2022 10:54 AM
11	Community pride and support	3/10/2022 10:40 AM
12	Community pride support	3/10/2022 10:17 AM
13	Community Pride and Support	3/10/2022 10:07 AM
14	Community Pride and Support	3/10/2022 10:06 AM
15	High Quality Faculty, Staff and Leadership	3/10/2022 9:42 AM
16	High Quality Staff	3/10/2022 9:22 AM
17	Retention	3/10/2022 9:09 AM
18	Financial strength	3/10/2022 9:04 AM
19	Community pride and support	3/10/2022 8:53 AM
20	Staff retention	3/10/2022 8:36 AM
21	Leadership at LT	3/9/2022 2:46 PM

Q4 If you feel there is a strength that is missing, please list it below.

Answered: 21 Skipped: 1,253

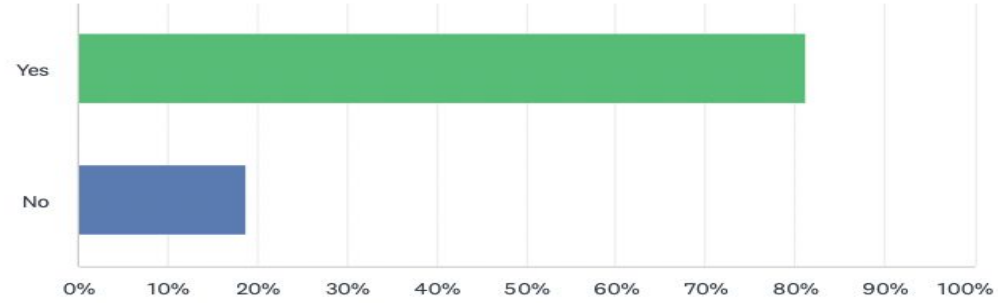
#	RESPONSES	DATE
1	LTHS needs to value in person education and attending school	3/11/2022 11:42 PM
2	Lack of civility	3/10/2022 10:15 PM
3	Support for students with IEPs in the Co-taught setting	3/10/2022 12:19 PM
4	A diverse student body that respects and enjoys each other	3/10/2022 10:07 AM
5	Students sticking up for themselves	3/10/2022 10:06 AM
6	Student Mental Health	3/10/2022 9:22 AM
7	Security and safety, bullying	3/10/2022 9:04 AM
8	Rich sense of history and tradition.	3/10/2022 8:36 AM
9	Leadership at LT that listens to parents rather than being controlled by bribes funneled in through political promises	3/9/2022 2:46 PM
10	Develop viable trade school opportunities	3/8/2022 4:13 PM
11	Diversity of student body and community (as in experience not necessarily skin color)	3/8/2022 12:37 PM
12	More concentration on academic aspects and LESS on Social Issues	3/8/2022 11:26 AM
13	the school has been really divided lately	3/8/2022 10:26 AM
14	Parental engagement	3/7/2022 8:36 PM
15	Diversity	3/7/2022 6:15 PM
16	Multi-lingual translation capable website; Newspaper, TV and Radio programs	3/7/2022 3:59 PM
17	Engaged and interested faculty, parents and students.	3/7/2022 3:55 PM
18	Diversity	3/7/2022 3:51 PM
19	Faculty, Staff & Leadership should be viewed separately and backup information on Financial Health & Stewardship would be important to know if I can support this as a strength	3/7/2022 3:26 PM
20	Diversity	3/7/2022 3:20 PM
21	I don't think this is fundamental strength that should be focused on. AP classes and how many students taking those classes is a nice to have but that really doesn't speak to all students at LT.	3/7/2022 2:36 PM

Themes for What is NOT a STRENGTH	Themes for What might be a STRENGTH that is missing
• Community Pride and Support • High Quality Faculty, Staff and Leadership • Student Achievement Results well above State Averages • Financial Health and Stewardship	• Increasing Diversity

Q5 Please review the list of weaknesses below that were identified by the InspireLT Plan Team. Equity in Achievement Gaps (Black Students, Hispanic Students, Students from low SES, English Learners, Students with IEPs, and 504 Students) Equity in Non-academic Expectation Gaps (Black Students, Hispanic Students, Students from low SES, English Learners, Students with IEPs, and 504 Students) Intervention Systems not successful Lack of Staff Diversity Facilities need upgrading to enhance teaching and learning Grading Practices and Policies Student Engagement, Attendance, Motivation, Discipline, and Ownership Staff Engagement, Unity Collegiality, Collaboration, Communication, and Satisfaction Social Emotional, Mental Health needs of Students and Staff Now that you have reviewed the list of weaknesses, please indicate if you can support the weaknesses indicated.

Answered: 1,005 Skipped: 269

81.19% YES



18.81% NO

ANSWER CHOICES	RESPONSES	
Yes	81.19%	816
No	18.81%	189
TOTAL		1,005

Answered No, I cannot Support. I feel **something is listed that is not a WEAKNESS.**

Answered No, I cannot Support. I feel **there is a WEAKNESS missing**.

Q7 If you feel there is a weakness missing, please list it below.

Answered: 78 Skipped: 1,196

#	RESPONSES	DATE
1	Find some other colleges to partner with besides Indiana University. My daughter had to go into a partial-hospitalization program at the end of fall. Despite the fact that Indiana University has a whole web page devoted to accommodations for kids going through a tough time, etc, and despite the fact that her teachers contacted the university about it, they wouldn't extend any deadlines for her and basically said if she couldn't hack it, she should drop out. The reason give was the other students would somehow resent a student in need getting accommodations. (Kelly Kasper was the decision maker on this.) https://studentaffairs.indiana.edu/student-support/get-help/submit-care-referral.html.	3/11/2022 2:22 PM
2	unable to accurately assess as my child will go there next year	3/11/2022 1:39 PM
3	Faculty not being responsive to students academic needs when they are struggling.	3/11/2022 1:02 PM
4	What does it mean to support a weakness?	3/11/2022 12:15 PM
5	Disconnect between the two campuses. They don't feel like one school	3/11/2022 11:16 AM
6	Teaching the basics to students! This equity inclusivity stuff is pure BS.	3/11/2022 10:52 AM
7	Commitment to Separation of School Role vs. Parental Roles.	3/11/2022 9:16 AM
8	Lack of opportunity for students to participate in sports/programs	3/10/2022 9:17 PM
9	Lack of Support for staff, Staff not being heard, Staff not being supported when we follow policies.	3/10/2022 4:43 PM
10	Lack of care for and appreciation of the high quality faculty you mention as a strength. Lack of respect for staff as evidenced by substandard pay of paras, SAs and other positions.	3/10/2022 4:24 PM
11	Parent and student input does not have much impact. (Surveys sent but there is little follow through on the responses.)	3/10/2022 12:46 PM
12	Need to check homework, keep kids in person and mask free	3/10/2022 12:28 PM
13	NA	3/10/2022 12:22 PM
14	Teachers feel unsupported by administration when delivering a behavior referral. Tougher discipline is needed. South campus is the wild west. We need a cell phone policy and dress code!!!	3/10/2022 10:55 AM
15	Misunderstanding LT's role in students' lives	3/10/2022 10:15 AM
16	Communication between teachers and parents	3/10/2022 10:13 AM
17	Being paid what people are worth	3/10/2022 9:55 AM
18	See sbove	3/10/2022 9:17 AM
19	Communication with Community	3/10/2022 9:12 AM
20	Discipline for behavioral issues- not enough consequences	3/10/2022 9:06 AM
21	masking our children	3/10/2022 9:02 AM
22	Tendency of some teachers to bring politics into the classroom	3/10/2022 9:00 AM
23	Equity with the classified / non-contractual group	3/10/2022 8:51 AM
24	Lack of focus on academics. Too much focus on non academic issues that should be handled at home by parents	3/10/2022 5:26 AM
25	Indoctrination of students according to socialist values.	3/9/2022 4:44 PM

Q6 Which of the weaknesses listed in Q5 can you not support?

Answered: 104 Skipped: 1,170

ANSWER CHOICES	RESPONSES	
Weakness #1	100.00%	104
Weakness #2	75.00%	78
Weakness #3	54.81%	57

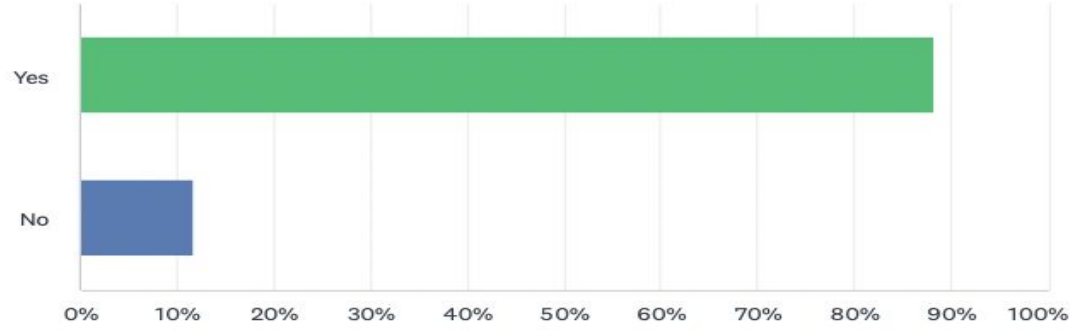
#	WEAKNESS #1	DATE
1	Being to liberal	3/12/2022 3:19 PM
2	Social emotional, mental health needs of students and staff	3/11/2022 1:02 PM
3	Mental Health/ Social Emotional Needs of Students and staff (I don't think this is a weakness. I think the school does a good job with this)	3/11/2022 11:16 AM
4	Equity in Achievement Gaps (Black Students, Hispanic Students, Students from low SES, English Learners, Students with IEPs, and 504 Students)	3/11/2022 10:52 AM
5	Equity in Achievement "Gaps"	3/11/2022 9:16 AM
6	Equity in Achievement Gaps (Black Students, Hispanic Students, Students from low SES, English Learners, Students with IEPs, and 504 Students)	3/10/2022 9:17 PM
7	Equity in achievement	3/10/2022 7:05 PM
8	Support for lep students	3/10/2022 2:19 PM
9	Student engagement	3/10/2022 12:22 PM
10	Grading Practices and Policies	3/10/2022 11:23 AM
11	Lack of Staff Diversity	3/10/2022 11:00 AM
12	Lack of universal cell phone policy (no cell phones during school)	3/10/2022 10:55 AM
13	Equity in Achievement Gaps	3/10/2022 10:15 AM
14	Equity in non achievement gaps	3/10/2022 10:13 AM
15	Equity in achievement is prominent in all	3/10/2022 10:09 AM
16	Equity in achievement gaps	3/10/2022 9:55 AM
17	social, emotional, mental health needs	3/10/2022 9:49 AM
18	not enough context	3/10/2022 9:45 AM
19	Pursuing equity is futile	3/10/2022 9:17 AM
20	Staff Diversity	3/10/2022 9:12 AM
21	Social Emotional, Mental Health needs of Students and Staff	3/10/2022 9:11 AM
22	Facilities need ipdating	3/10/2022 9:11 AM
23	Academic weakness and ranking falling	3/10/2022 9:10 AM
24	Equity in Achievement Gaps (Black Students, Hispanic Students, Students from low SES, English Learners, Students with IEPs, and 504 Students)	3/10/2022 9:09 AM
25	Lack of staff diversity	3/10/2022 9:06 AM
26	Lack of Diversity	3/10/2022 9:02 AM

Themes for What is NOT a WEAKNESS	Themes for What might be a WEAKNESS that is missing
• Equity in Achievement Gaps (Blacks, Hispanics, Low Income, English Learners, IEP and 504 Students) • Equity in Non-academic Expectation Gaps (Blacks, Hispanics, Low Income, English Learners, IEP, and 504 Students.) • Social Emotional, Mental Health needs of students and staff • Staff Demographics do not math Student Demographics • Grading Practices and Policies	• Dual Campus/ Relationships with Feeder Elementary • Technology Strategy • Website • Listening to Parents • Student Voice • Safety

Q8 Please review the list of opportunities below that were identified by the InspireLT Plan Team: Communication, Collaboration and Connection between two campuses and with all feeder elementary districts Pathway Opportunities for Student Readiness for College, Career and Life Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future. Reinvent the student day and year aligned to the new mission and vision Technology expectations for students and staff integrated into coursework Enhance forms of communication externally with families and the community Now that you have reviewed the list of opportunities, please indicate if you can support the opportunities listed.

Answered: 927 Skipped: 347

88.24% YES



11.76% NO

ANSWER CHOICES	RESPONSES	
Yes	88.24%	818
No	11.76%	109
TOTAL		927

Answered No, I cannot Support. I feel **something is listed that is not an OPPORTUNITY.**

Answered No, I cannot Support. I feel **there is an OPPORTUNITY missing**.

Q10 If you feel there is an opportunity missing, please list it below.

Answered: 57 Skipped: 1,217

#	RESPONSES	DATE
1	The listed opportunities are not addressing any of the identified weaknesses.	3/11/2022 7:29 PM
2	Dual credit increase	3/11/2022 3:24 PM
3	There are several opportunities: 1) Let students participate in extracurricular activities without taking a corresponding course. When I went to LT, we were able to do this. Two examples: choir and radio. My daughter loves to sing (and is in a choir outside of school), but she isn't great at music theory. She had to leave choir because she wasn't doing well in music. 2) Give this year's class extended access to college & career services. The effects of the pandemic have left some kids feeling a little unprepared for college right now but could benefit from help choosing and getting into a school in the fall of '23. PE teachers show a lot of disdain for overweight kids and push them to perform at the same level as kids without a weight problem. A lot of these kids already have low self-esteem which is part of their eating problems. There's a huge opportunity for the PE teachers to step up the kids more slowly and help change their attitudes to exercise for life. My daughter had to deal with this a lot, and it was part of the reason she was so stressed at school to the point where she had to take some time off. There is another opportunity to help kids who are not huge participants in after school programs, due to anxiety or whatever, to get them involved in the yearbook somehow. The yearbook is and always has been a who's who of popular kids. Those kids that aren't involved as much don't feel the school spirit. I think all the strengths really just apply to kids who find their place in LT, and those that have anxiety or other social issues are just neglected. More outreach to those kids would really help them. One final opportunity: A couple of years ago, after the George Floyd killing, there was a discussion on the LT Facebook alumni page about racism going back decades at the school. One man said that one of his teachers told him he should become a garbage man. I think it would be really cool to create some kind of performance from these voices from the past and the present and show it to every freshman class. Talk to them about racism at the start of the year, but also let them hear first-hand from people who have been through it.	3/11/2022 2:34 PM
4	Not telling a friend what's going on	3/11/2022 2:07 PM
5	I would also suggest trying to restore some significant parts of NC to show pride in the school and to make it a part of our image.	3/11/2022 1:44 PM
6	Applying to Colleges, and filling out scholarship, and financial aid information. When my older daughter went here it was a nightmare and I'm not looking forward to repeating it.	3/11/2022 1:07 PM
7	1. Focusing on Meritocracy. 2. Teaching Personal Finance.	3/11/2022 9:17 AM
8	Reinstating Finals so students have the opportunity to prep for expectations in college	3/10/2022 9:19 PM
9	Open up the pathway for teachers to be heard and supported.	3/10/2022 4:44 PM
10	Utilize and trust the expertise of well-educated, high-quality faculty.	3/10/2022 4:25 PM
11	Thed ecline in student behavior in the last decade due to smart phones is precipitous. WE NEED A NO CELL PHONE POLICY SUPPORTED BY ADMIN!!!!	3/10/2022 10:57 AM
12	four	3/10/2022 10:55 AM
13	Offer a workshop/class that helps students identify (and affirm) their potential	3/10/2022 10:28 AM
14	Student Mental Health, Buildings	3/10/2022 9:24 AM
15	Utilizing outdoor campus space (such as the Bio courtyard at SC) more effectively to enhance a variety of learning styles in not only the BIO department, but also Chemistry labs, Art Classes, Photography classes, urban agriculture, etc. I also see money wasted in a variety of areas, but not spend on retaining hardworking staff like the Paras	3/10/2022 9:15 AM

Q9 Which of the opportunities listed in Q8 can you not support

Answered: 67 Skipped: 1,207

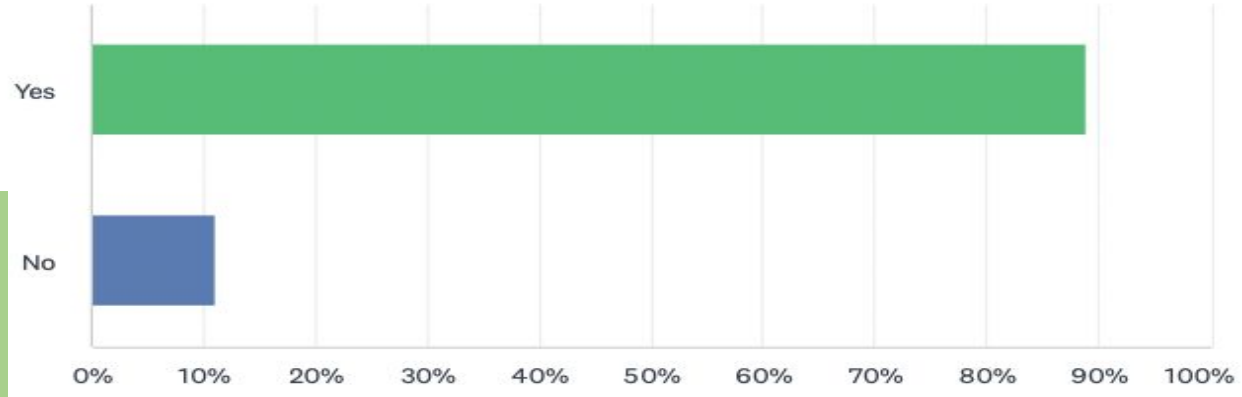
ANSWER CHOICES	RESPONSES	
Opportunity #1	98.51%	66
Opportunity #2	41.79%	28
Opportunity #3	20.90%	14

#	OPPORTUNITY #1	DATE
1	Technology	3/11/2022 3:24 PM
2	If you can't find any teacher, find the closest adult in the school	3/11/2022 2:07 PM
3	I don't know the number. But I worry about redoing the school day. Block scheduling was not good last year. We lost too much class time.	3/11/2022 1:44 PM
4	Reinvent the student day and year aligned to the new mission and vision	3/11/2022 1:07 PM
5	Reinventing the student day or year	3/11/2022 12:16 PM
6	Reinvent the School Day	3/11/2022 9:17 AM
7	Reinvent the student day and year aligned to the new mission and vision	3/10/2022 9:19 PM
8	Reinvent the student day and year aligned to the new mission and vision	3/10/2022 2:48 PM
9	Implement cell phone policy for next school year	3/10/2022 10:57 AM
10	one	3/10/2022 10:55 AM
11	Reinvent the student day/year aligned to new "mission and vision"???	3/10/2022 10:28 AM
12	Reinvent the student day and year aligned to the new mission and vision - what does this mean?	3/10/2022 9:50 AM
13	Innovate and reinvent highschool practices	3/10/2022 9:14 AM
14	Reinvent the student day	3/10/2022 9:08 AM
15	reinvent traditional high school practices	3/10/2022 9:04 AM
16	Reinvent school day	3/10/2022 5:28 AM
17	Cannot support anything LT has done in the past 2 years	3/9/2022 2:50 PM
18	reinvent the student day and year	3/9/2022 1:53 PM
19	Reinvention of the student day and/or year	3/9/2022 12:19 PM
20	Reinvent the student day to realign with new mission and value.	3/8/2022 10:04 PM
21	It's not really clear what any of this means: What are Pathway Opportunities for Student Readiness for College, Career and Life????to	3/8/2022 8:51 PM
22	Reinvent the student day and year aligned to the new mission and vision	3/8/2022 4:12 PM
23	Reinvent the student day and year aligned to the new mission and vision	3/8/2022 1:45 PM
24	Communication, Collaboration and Connection between two campuses and with all feeder elementary districts	3/8/2022 1:25 PM
25	What does reinvent the school day mean specifically? That's an ambiguous phrase.	3/8/2022 10:10 AM
26	Reinventing the school year is incredibly broad and there is no way I would blankly agree to	3/8/2022 9:42 AM

Themes for What is NOT an OPPORTUNITY	Themes for What might be an OPPORTUNITY that is missing
• Reinvent the student day and year aligned to the new mission and vision • Innovation and instructional practices to reinvent and build on traditional • High school practices to better meet all student needs for the future • Pathway Opportunities for Student Readiness for College, Career, and Life	• Personalized learning, smaller cohorts, • Listening to parents • Listening to students • Reinvent college and career center and counseling model • Student Engagement

Q11 Please review the list of threats below that were identified by the InspireLT Plan Team: Staff shortages Social Media Challenges Racism and Political Differences Erosion of Public Education Civic and Social Unrest School Funding - state and federal Pandemic Impacts Slow to change Safety and Security Now that you have reviewed the list of threats, please indicate if you can support the threats listed.

Answered: 899 Skipped: 375



88.99% YES

11.01% NO

ANSWER CHOICES	RESPONSES	
Yes	88.99%	800
No	11.01%	99
TOTAL		899

Answered No, I cannot Support. I feel **something is listed that is not a THREAT.**

Answered No, I cannot Support. I feel **there is a THREAT missing**.

Q13 If you feel there is a threat missing, please list it below.

Answered: 58 Skipped: 1,216

#	RESPONSES	DATE
1	Students said that drug and alcohol use is a significant problem, even at school, i.e. vodka in water bottles, drug use in bathrooms.	3/11/2022 6:26 PM
2	Administrative inertia	3/11/2022 3:25 PM
3	Watered down not challenging curriculum, that leaves students less educated than previous generations.	3/11/2022 1:12 PM
4	How could anyone support a threat? The question doesn't make sense.	3/11/2022 12:17 PM
5	Movement away from Free Speech, the censoring of alternative views	3/11/2022 9:19 AM
6	Adding unneeded roles to staff versus focusing on hiring teachers that teach - not preach	3/10/2022 9:22 PM
7	Threats of teachers leaving the profession due to the toxic environment at LT.	3/10/2022 4:45 PM
8	SEL of faculty and impossible workload and expectations leading to burnout and mental health breakdowns.	3/10/2022 4:26 PM
9	There is not a section to identify student equity and voice for all student needs in your threats. It is not listed.	3/10/2022 12:21 PM
10	Implement a cell phone policy	3/10/2022 10:59 AM
11	Equity and support for lgbtq community kids	3/10/2022 10:43 AM
12	Biased leadership (pursing personal agendas), Board becoming an echo chamber	3/10/2022 10:41 AM
13	no critical thinking is encouraged	3/10/2022 9:51 AM
14	Discrimination by the administration against certain groups, and the censorship of free speech generally including at public school board meetings	3/10/2022 9:23 AM
15	Grading policy that ignores effort and focuses on tests. Falling test scores.	3/10/2022 9:14 AM
16	wokeness	3/10/2022 9:05 AM
17	Staff continuing to feel they don't belong.	3/10/2022 8:55 AM
18	There is a lack of trust in the professionalism of teachers. Micromanaging, and removal of control has generated the weaknesses.	3/10/2022 8:51 AM
19	Teachers/damn inserting their own agenda. Overriding parents	3/10/2022 5:30 AM
20	Don't create racism and political differences to the extreme. On either side. Seek middle ground. The underclass have great kids and will be good at sports. Let's celebrate that and fight against any reduction if funds. Athletes should be grown if anything as it brings us together and you really get to meet great friends you normally would not.	3/9/2022 3:27 PM
21	LT Leaders who don't care about children	3/9/2022 2:51 PM
22	I've been here for more than 20 years. The public support of families is waning, and the abuse teachers are subjected to by parents is growing problematic. It's one thing to disagree about pedagogy, but the way in which a disagreement by a parent is communicated to teachers is growing increasingly inappropriate. Something needs to be done to stem the abuse that teachers are taking from parents, especially via email.	3/9/2022 12:21 PM
23	Most kids are under voting age. They can definitely have opinions and all sides...I mean ALL sides should be heard. Put putting political differences in there, when again 15 year olds are not able to vote..I dont agree with this.	3/9/2022 12:14 PM
24	Lack of student motivation, engagement, and respect	3/9/2022 10:34 AM

Q12 Which of the threats listed can you not support?

Answered: 55 Skipped: 1,219

ANSWER CHOICES	RESPONSES	
Threat #1	98.18%	54
Threat #2	61.82%	34
Threat #3	38.18%	21

#	THREAT #1	DATE
1	Becoming to liberal	3/12/2022 3:23 PM
2	Racism	3/12/2022 3:01 PM
3	Civic unrest	3/11/2022 3:25 PM
4	Pandemic impacts	3/11/2022 1:12 PM
5	Racism and Political Differences	3/11/2022 9:19 AM
6	Staff shortages	3/10/2022 9:22 PM
7	Political differences	3/10/2022 12:23 PM
8	Student behavior/disengagement directly related to social media use chronically throughout day	3/10/2022 10:59 AM
9	staff shortage	3/10/2022 10:50 AM
10	Staff shortages (which positions?)	3/10/2022 10:41 AM
11	Racism	3/10/2022 9:55 AM
12	School funding	3/10/2022 9:23 AM
13	School Funding - state and federal	3/10/2022 9:13 AM
14	slow to change	3/10/2022 9:05 AM
15	Racism and Political Differences	3/10/2022 8:42 AM
16	Racsim	3/10/2022 5:30 AM
17	Stop teaching kids to look at each other as a catagory	3/9/2022 2:51 PM
18	slow to change	3/9/2022 1:53 PM
19	Political differences	3/9/2022 12:14 PM
20	Racism and Political Differences-This was never an issue until the schools decided to take it out of parents hands and try and make it a part of public education.	3/8/2022 11:04 PM
21	Social media challenges	3/8/2022 10:09 PM
22	School Funding - state and federal	3/8/2022 5:50 PM
23	Racism and political differences	3/8/2022 4:19 PM
24	Racism and political difference	3/8/2022 12:46 PM
25	Erosion of Public Education	3/8/2022 11:33 AM
26	civic and social unrest?	3/8/2022 11:13 AM
27	racism and political differences	3/8/2022 8:26 AM

Themes for What is NOT a THREAT	Themes for What might be a THREAT that is missing
• Slow to Change • Racism and Political Differences • Safety and Security	• Staff Stress and Anxiety • Unhappiness with Public Education • Student and Parent Voice

Review Activity Directions 45 min

Examine stakeholder feedback reports:



- ***Understand the process used to gather feedback from stakeholders***
- ***Understand how the feedback report was constructed***
- ***Review the themes***
- ***Refine the previous SWOT***
- ***Prioritize Top Ten***

Strengths AND Opportunities
Weaknesses AND Threats

- POSTER: YOU EACH OF THE FOUR QUADRANTS:
  STRENGTHS
  WEAKNESSES
  OPPORTUNITIES
  THREATS

LIST ONLY YOUR CHANGES

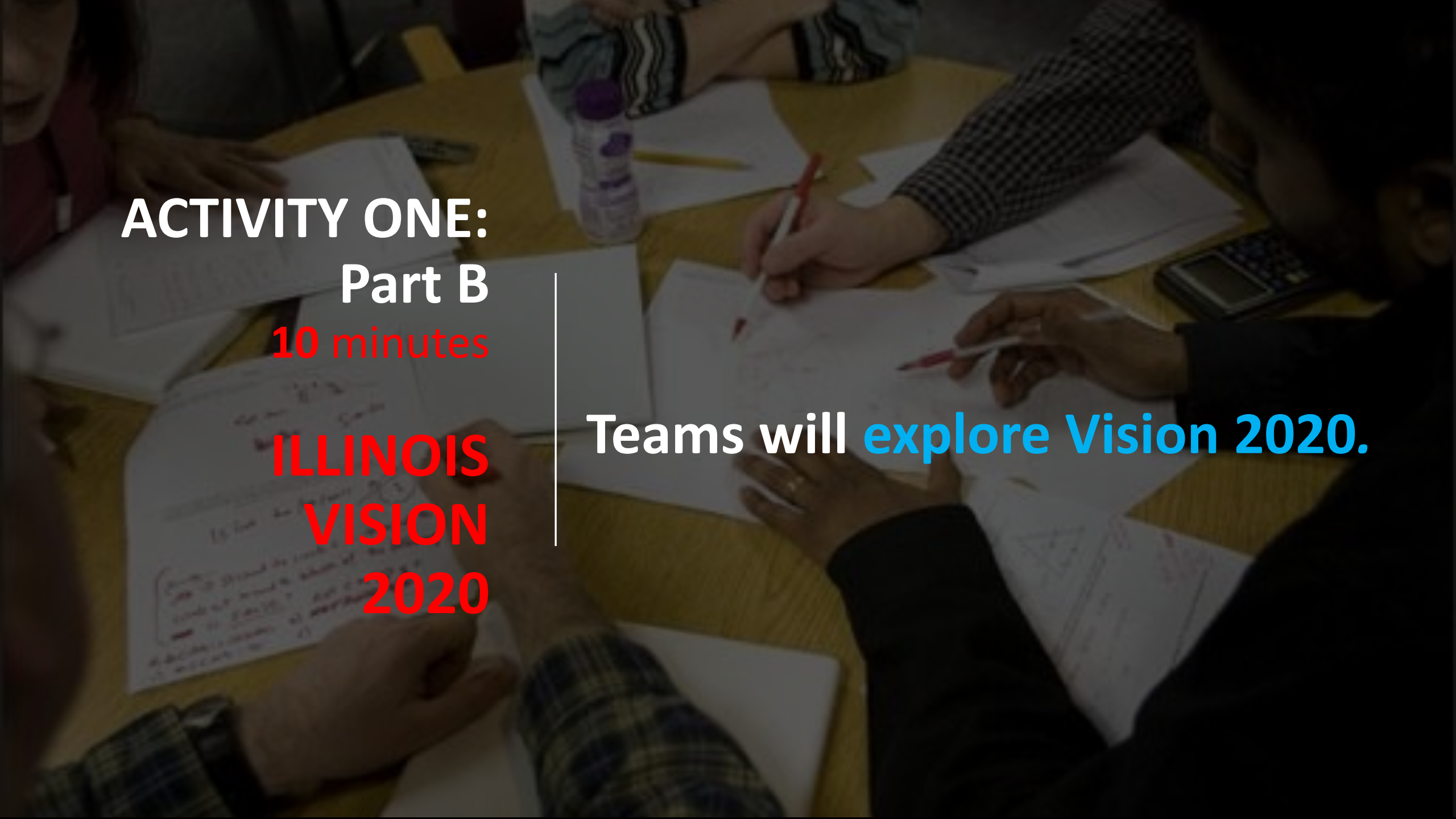
ONE PER STICKY NOTE

ON THE STICKY NOTE INDICATE- ADD, ELIMINATE, REWORD


Activity One
Part A:
PREFERRED
FUTURE
STATEMENT
5 Minutes
Learn about the characteristics of a great Preferred Future Statement.

Characteristics of a Great Preferred Future Statement

- **Future Focused.** Provides the "big picture" and clearly describes what your organization will be like in several years.
- **Directional.** Serves as guide to organizational plans and strategies.
- **Specific.** Clear and focused enough to shape decision-making.
- **Relevant and Purpose-Driven.** Reflects the company's response to the challenges of the day.
- **Values-Based.** Implies the set of values that are required to support the organization.
- **Challenging.** Inspires members of the organization to do great things and achieve a higher level of standards.
- **Unique and Memorable.** Highlights what makes the organization different and why it matters.
- **Inspiring.** Appealing and engages people to commit to a cause.



ACTIVITY ONE:
Part B
10 minutes

ILLINOIS VISION 2020

Teams will explore Vision 2020.



Illinois Vision 2020

Mission: Public education must play a defining role in **ensuring equal opportunity for learning**.

Vision: It is our collective duty to do all we can to guarantee every student, no matter his or her demographic or geographic identity, ***has equal access to a quality education***. We will do this through the following priorities:

21st Century Learning

Highly Effective Educators

Shared Accountability

Equitable and Adequate Funding

21st Century Learning

For success in life, students need more than knowledge of math and reading. It is time to ***expand the definition of student learning*** ***commit to the development of the "whole child",*** and ***invest in policies proven to link all schools to 21st century learning tools***



Highly Effective Educators

The quality of teachers and school leaders is the greatest predictor of student achievement schools can influence. ***By attracting, developing, and retaining our state's best educators, we can have a profound impact on student learning***.



Shared Accountability

A quality education for all Illinois students cannot be ensured without the collaboration, compromise, and hard work of both educators and legislators. With that in mind, it is necessary to ***expand educator responsibility in the legislative process, create a shared accountability model, and restructure mandates to allow more local district flexibility***.



Equitable and Adequate Funding

All students in Illinois are entitled to a quality education. It is our duty to ***ensure our students have access to all necessary resources by improving equity in the funding model, appropriating adequate dollars for education, and allowing local school districts the autonomy needed to increase efficiency.***



Core Values

Vision 2020 is based on the following Core Values

- **High Expectations and Quality**
- **Shared Accountability**
- **Innovation**
- **Equity**
- **Transparency**
- **Continuous Improvement**
- **Partnerships**



ACTIVITY ONE:
Part C
15 minutes

Teams will Hopes, Dreams & Aspirations.

LIST 2-3 ONE TO A STICKY NOTE INDIVIDUALLY

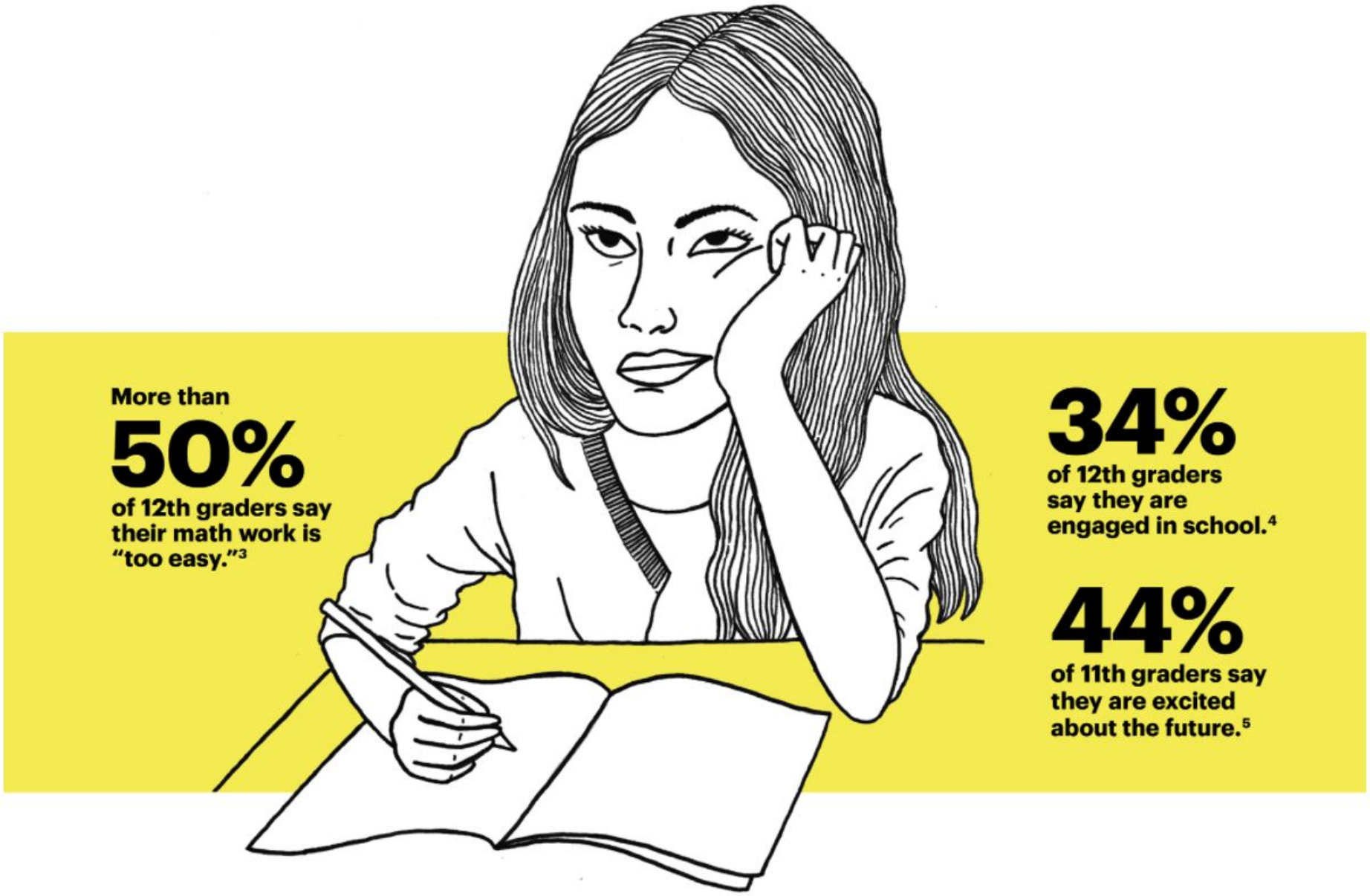
SHARE: GROUP LIKE IDEAS ON CENTER POSTER


BREAK
10 MIN


IT'S TIME TO RETHINK HIGH SCHOOL
America needs high schools that prepare students for the future. And there's no time to waste. Let's do this, together.

RESEARCH INDICATES HIGH SCHOOLS HAVE BEEN THE SLOWEST PART OF THE EDUCATION SYSTEM TO ACCEPT AND EMBRADE CHANGE

HIGH SCHOOLS TODAY LOOK, SOUND, AND FEEL THE SAME AS THEY DID 50 YEARS AGO



From	To
Boring	Real Life
Traditional	Innovative
Memorization	Application
Book Driven	Multi source Driven
Traditional	Real Life
Test driven	Interest Driven

By redesigning traditional approaches to high school, XQ schools are working to prepare students for a brighter future. These six principles, updated in fall 2019 to reflect lessons learned since our launch in 2015, are fundamental to every XQ school. Each school manifests these principles in its own unique way.

DESIGN PRINCIPLES

By redesigning traditional approaches to high school, XQ schools are working to prepare students for a brighter future. These six principles, updated in fall 2019 to reflect lessons learned since our launch in 2015, are fundamental to every XQ school. Each school manifests these principles in its own unique way.



STRONG MISSION AND CULTURE

A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.



MEANINGFUL, ENGAGED LEARNING

Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.



CARING, TRUSTING RELATIONSHIPS

Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.



YOUTH VOICE AND CHOICE

An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.



SMART USE OF TIME, SPACE, AND TECH

Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.



COMMUNITY PARTNERSHIPS

Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.

LEARNER OUTCOME AREAS

The XQ Learner Goals are more than aspirational statements. They comprise concrete, relevant knowledge and skills that all XQ students will master as they prepare for an ever-dynamic, increasingly complex 21st century world. The XQ schools, in partnership with CREDO at Stanford, are working to develop a set of common outcome areas, measures and metrics that will enable schools to deeply understand students' growth and development, and also communicate what they learn to the entire nation.

The ultimate goal.

Developing XQ Learners—students who are deeply engaged in their own learning and fully prepared for all that the future has to offer

This blueprint is not exhaustive — it is meant to illustrate how deep, rigorous, and interconnected XQ learning really needs to be.

Masters of all fundamental literacies.

+ Building the academic core necessary to prepare for college, career, and life.
+ Critical readers.
+ Compelling writers.
+ Mathematical and numeric thinkers.
+ Data and visual thinkers.

Holders of foundational knowledge.

+ Curious people who are knowledgeable about the world. Its history and culture. Its sciences and underlying mathematics. Its biology and cultural currency.
+ Engaged participants who are key to creating a more just and functional democracy—who participate fully in all America has to offer.

Original thinkers for an uncertain world.

+ Sense-makers—dealing with conflicting knowledge.
+ Generative thinkers—creating many ideas in ambiguous and new situations.
+ Creative thinkers—reframing, imagining, and seeing problems from different perspectives.

Generous collaborators for tough problems.

+ Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others.
+ Essential co-creators—because of what they bring, and how they show up.
+ Inquisitive world citizens who seek out—and respect—diversity and diverse points of view.

Learners for life.

+ Self-driven, self-directed. Curious learners—about themselves, and the world.
+ Inventors of their own learning paths, careers, and lives.

LITERACIES

1.1	**Reading**
1.2	**Writing**
1.3	**Numeracy**
1.4	**Global and multicultural literacy**
1.5	**Digital and technological literacy**

XQ students will master the academic core necessary to succeed in college, career, and life: fundamental LITERACIES of critical reading, effective writing, mathematical and statistical reasoning, the capacity to navigate a complex and diverse global environment, and the ability to understand, create, apply, and communicate complex material in speaking, writing and digitally, and fluency in application.

KNOWLEDGE DOMAINS

2.1	**STEM**
2.2	**Humanities**
2.3	**Society and civic engagement**

XQ students will be fluent in the KNOWLEDGE DOMAINS necessary to understand the world and society, prepare for careers, enjoy and engage in creative endeavors, and participate in building and sustaining thriving communities and democratic society: the STEM fields, the arts and humanities, history, social studies, and civics.

WAYS OF THINKING

3.1	**Synthesis**
3.2	**Analysis**
3.3	**Application**
3.4	**Creativity**

XQ students will develop WAYS OF THINKING that equip them to remain agile and resilient when facing rapidly changing circumstances of adversity or opportunity: understanding and synthesizing across diverse bodies of knowledge, analyzing with incisiveness, applying knowledge in novel settings, and creatively generating new ideas and fresh perspectives.

COLLABORATIVE CAPACITIES

4.1	**Self-awareness**
4.2	**Social awareness**
4.3	**Interpersonal skills**
4.4	**Social negotiation**

XQ students will hone a set of COLLABORATION SKILLS in the service of co-creating solutions to local, societal, and global challenges: self-awareness and social awareness of one's own power and potential and that of others, relationship skills that leverage one's own and others' strengths and talents, and openness to inquiry to understand, respect, navigate, and celebrate diverse viewpoints and experiences.

LEARNING FOR LIFE

5.1	**Self management**
5.2	**Self-directed learning**
5.3	**Social agency**

XQ students will embrace an orientation of LEARNING FOR LIFE: students will manage and direct their own best learning strategies and environments, adopt a mindset of effort and persistence, recognize their potential to affect the world around them, cultivate curiosity, pursue interests, and continuously invent their own paths, careers, and lives.

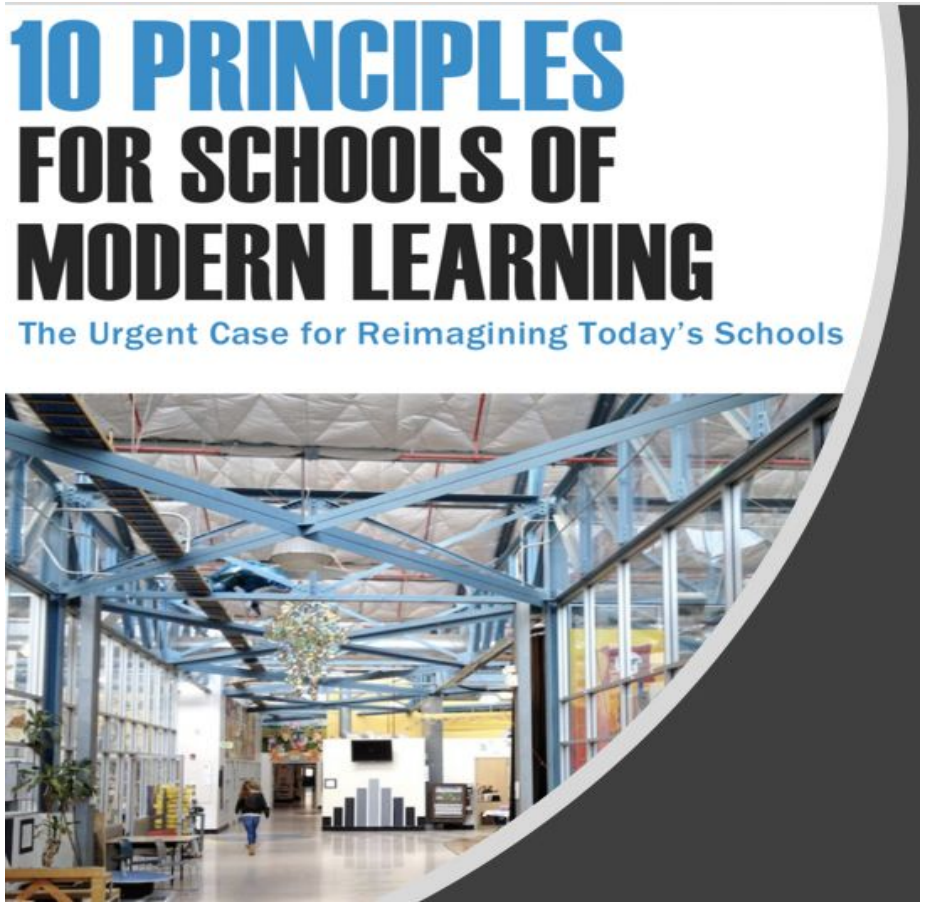
INVESTIGATE a Preferred Future

Gain a deep understanding of the **three articles** chosen by the District and Electronically learn about **three schools/districts** who are inventing a modern approach to teaching and learning.
Discover how their approach is similar or different to our current approach.



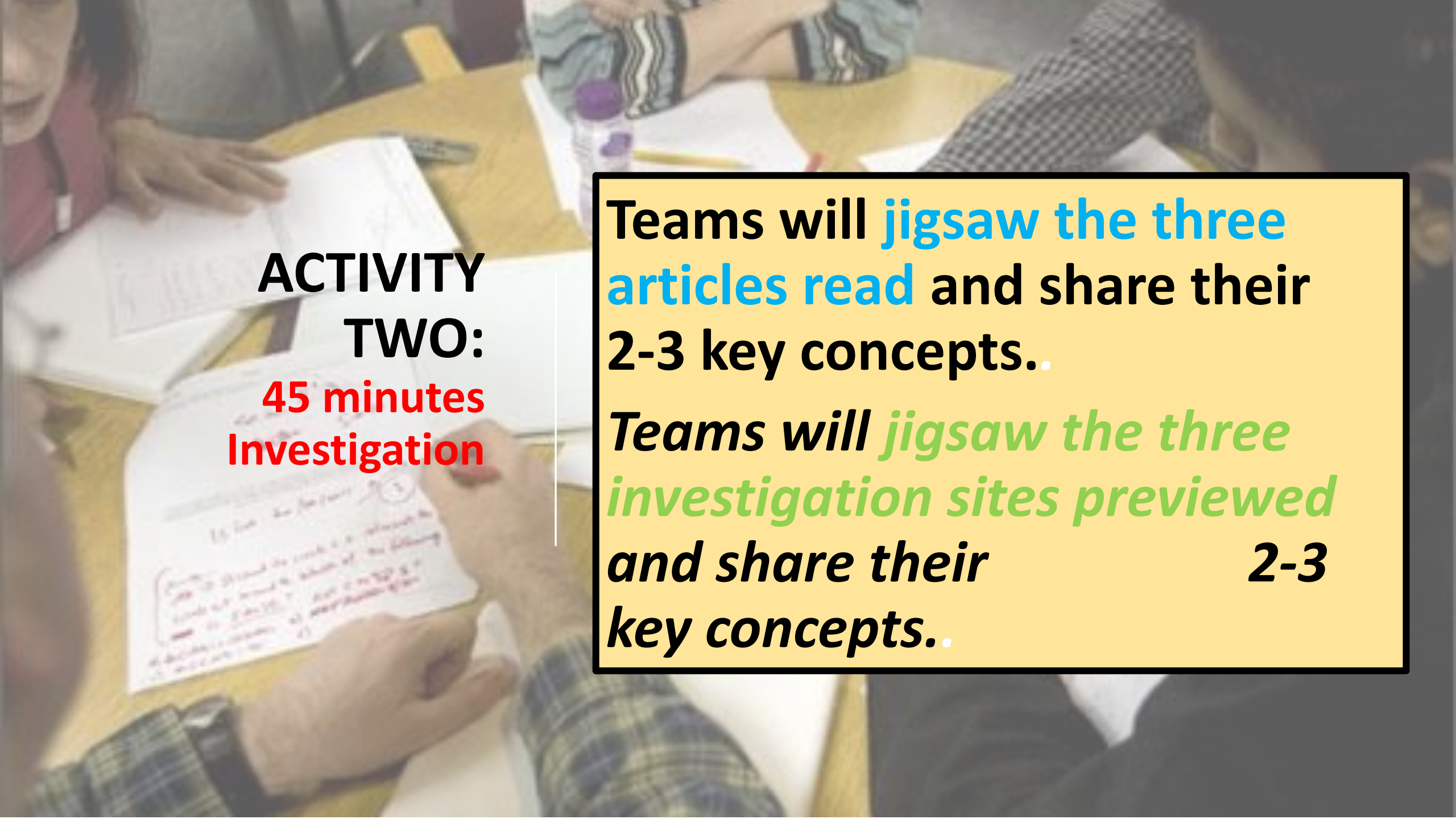
Homework Investigations

Articles



School Sites





ACTIVITY TWO:

45 minutes

Investigation

Teams will jigsaw the three articles read and share their 2-3 key concepts..

Teams will jigsaw the three investigation sites previewed and share their 2-3 key concepts..

Homework Articles

A

9 Elephants in the (Class)Room That Should “Unsettle” Us

We can acknowledge the gaps between what we know to be true about learning and what we do in our classrooms, and be willing to at the very least engage in conversations aimed at bridging those gaps for the sake of our kids.

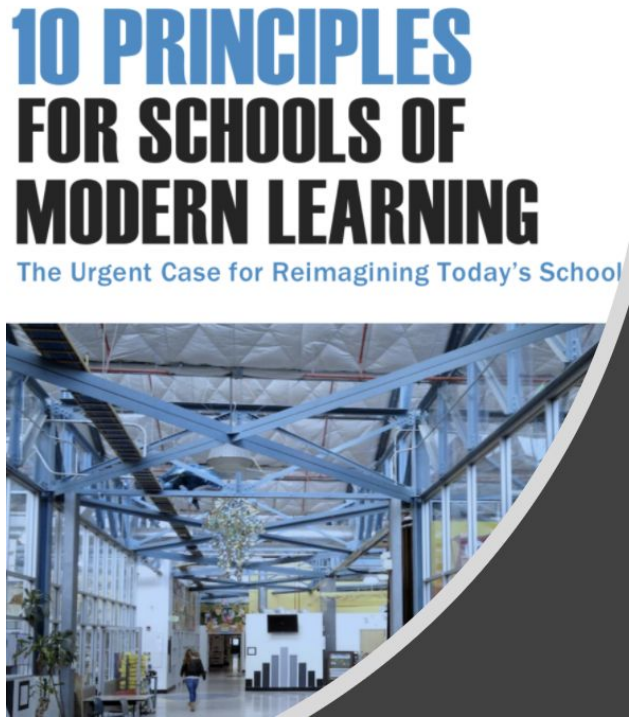
04/13/2016 09:33 am ET **Updated** Apr 14, 2017



B



C



Homework Investigations

A



B



C



What might help us better define ***what we want to become?***

Article Key Concepts

1

2

3

4

5

Site Key Concepts

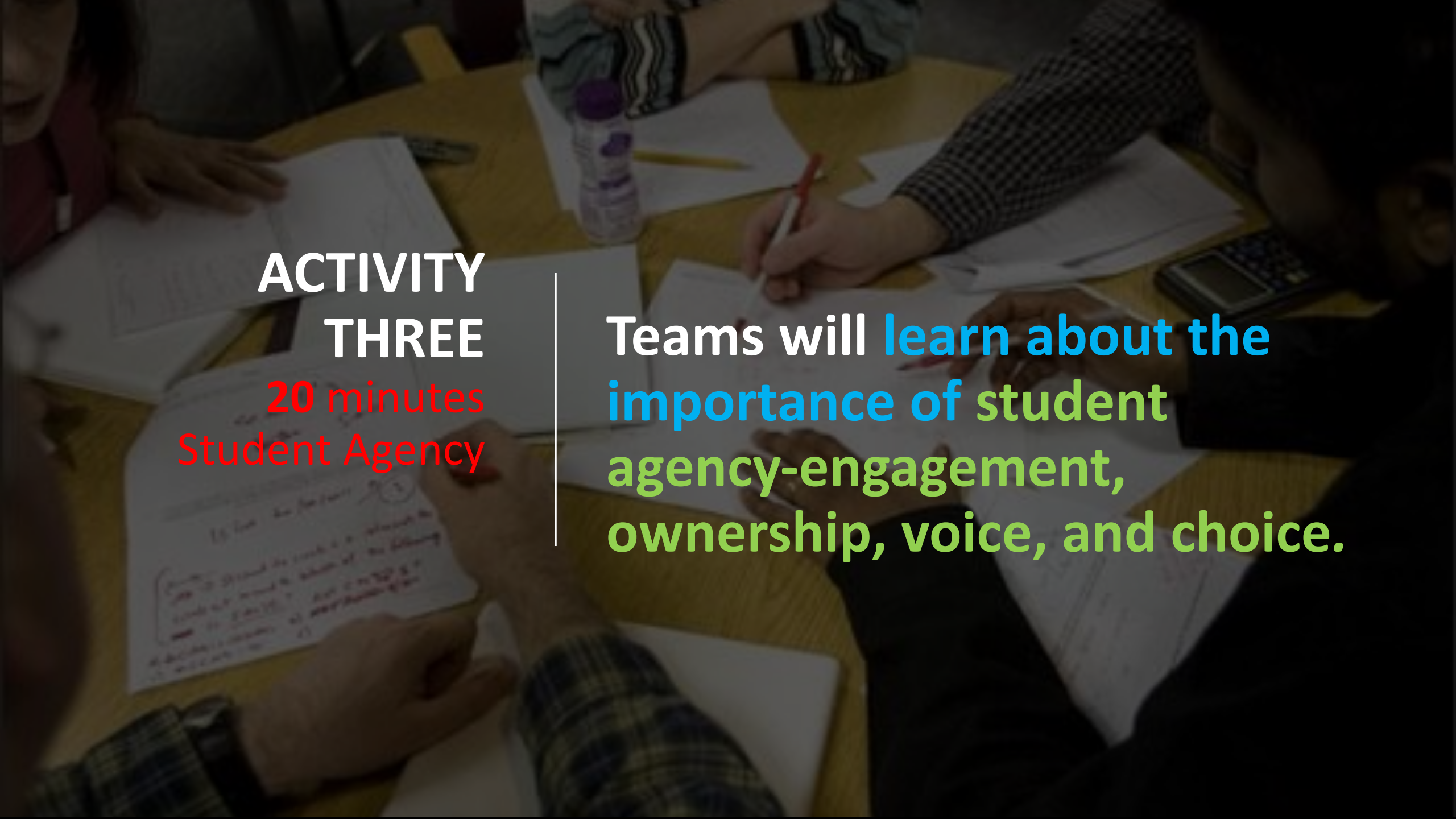
1

2

3

4

5



ACTIVITY THREE

20 minutes

Student Agency

Teams will learn about the importance of student agency-engagement, ownership, voice, and choice.



What is the power of student agency?

Why should we consider student agency in our Preferred Future Statement?

What words inspire that concept?



Student Agency:

What provides student agency or responsibility for their learning?

ENGAGEMENT RUBRIC

DEEP ENGAGEMENT	ENGAGEMENT	ACTIVE / STRATEGIC COMPLIANCE	PASSIVE / RITUAL COMPLIANCE	PERIODIC COMPLIANCE / RETREATISM	RESITANCE / REBELLION
Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality. Students persist with the task and will learn at high or profound levels. Learning transcends the formal educational structures.	Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task as well as personal meaning. They do not simply follow directions but actively work to improve the quality of their performance. Students persist with the task and will learn at high levels.	Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant thought or commitment to quality is not evident. The tasks have little inherent or direct value to the student, but the student associates it with outcome or results that do have value (such as grades).	Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or direction to remain on task. The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. Students will learn at low, superficial levels.	Students do not attend to the work, but do not engage in activity that distracts others. The students often employ strategies to conceal lack of involvement. Students learn little or nothing from the task and when forced through the task either engages in ritual behavior or rebellion.	Students appear blocked, unable or unwilling to participate in learning activities. The refusal may involve cheating, refusing to do the work, or even doing other work in place of that which is expected. Alienation rather than commitment is evident. Students develop poor work and sometimes negative attitudes towards formal education.

Harvey F. Silver & Matthew J. Perini, The Eight C's of Engagement

Phillip Schlechty, Engaging Students

Handout p. 11

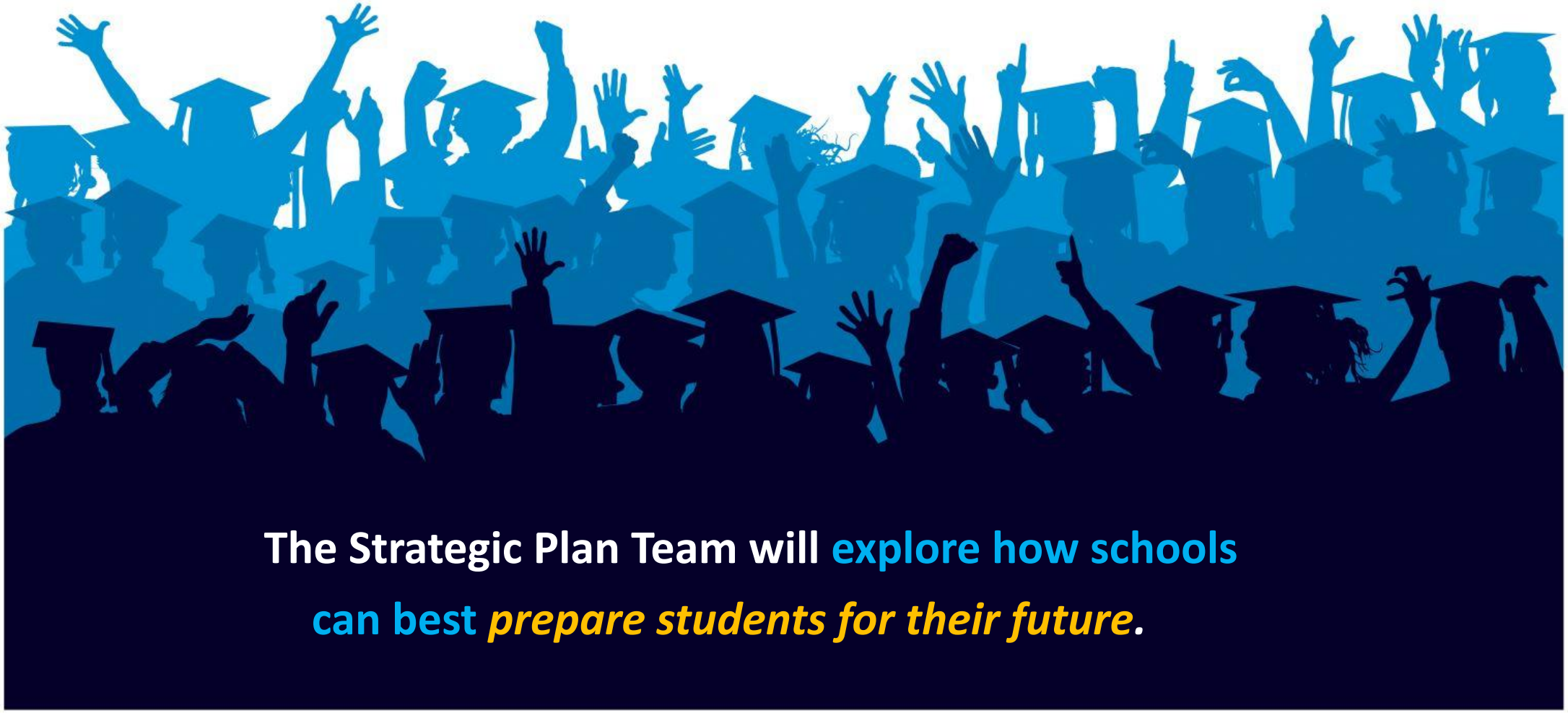
Engagement = Commitment



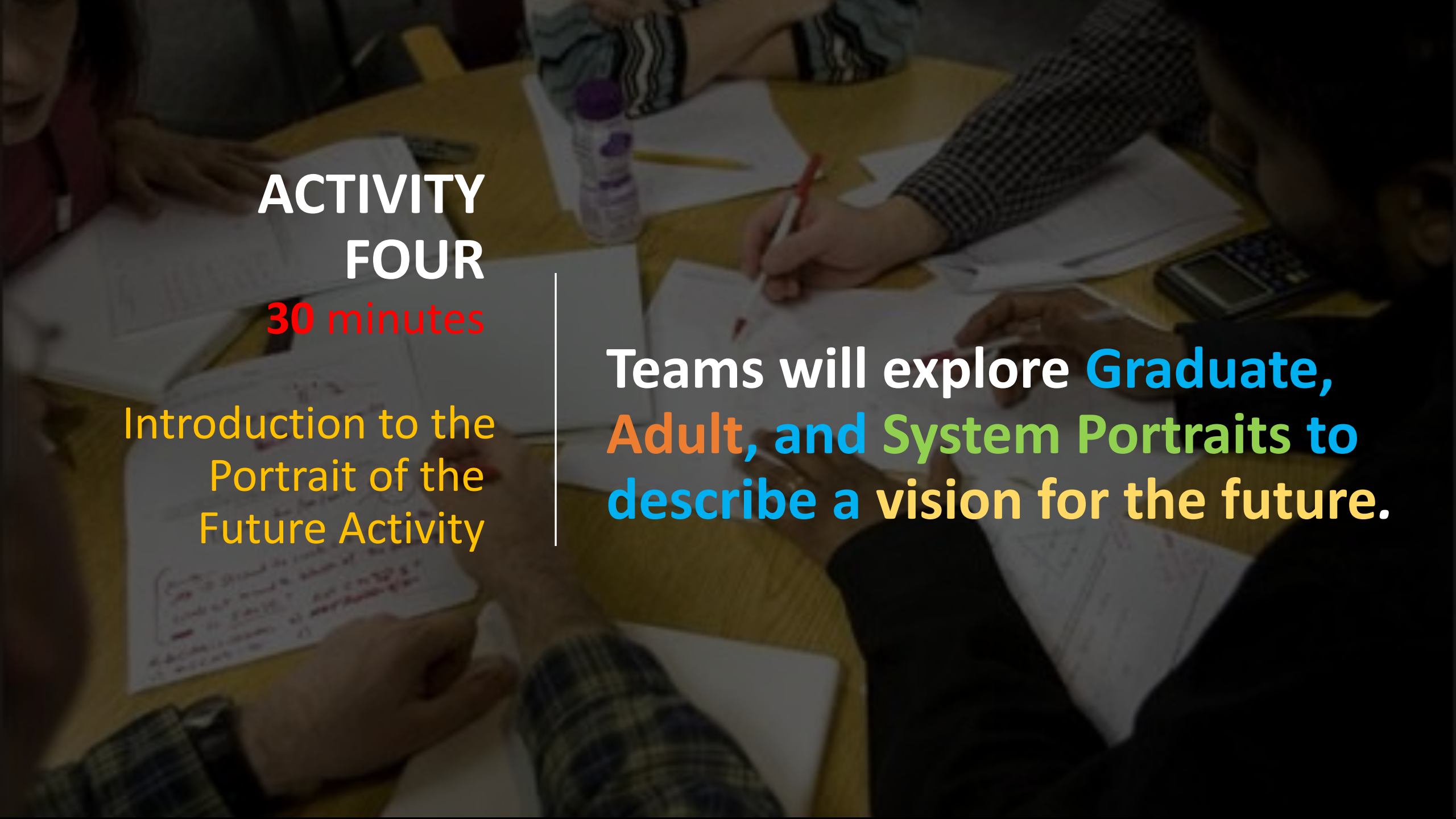

VISION

CCHS District's
North Star

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



The Strategic Plan Team will explore how schools can best *prepare students for their future*.



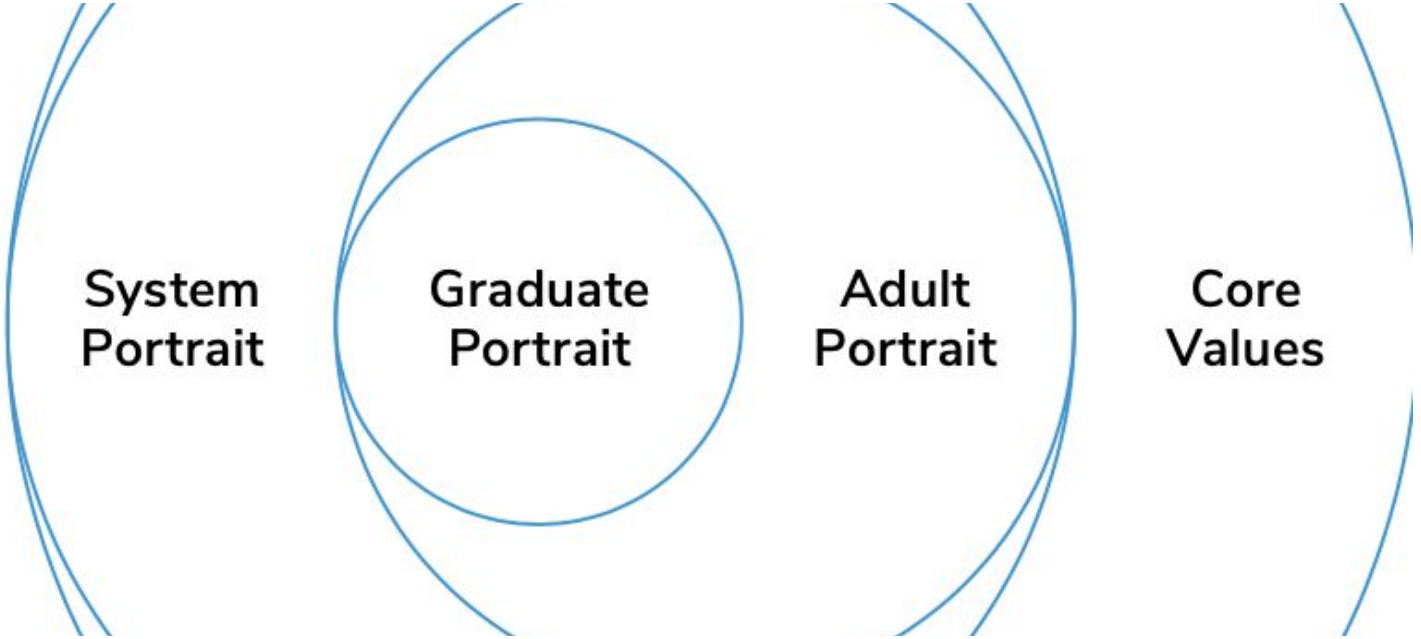
ACTIVITY FOUR

30 minutes

Introduction to the Portrait of the Future Activity

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





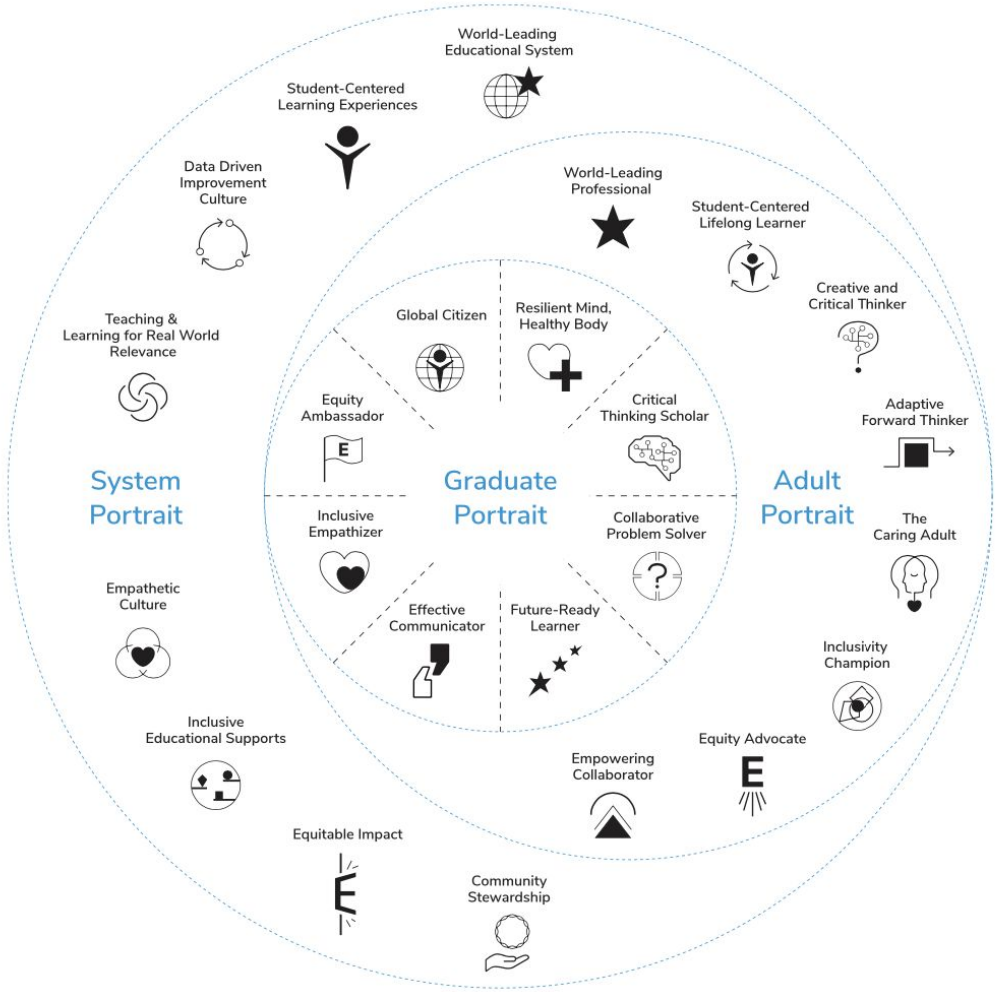
Vision 2030

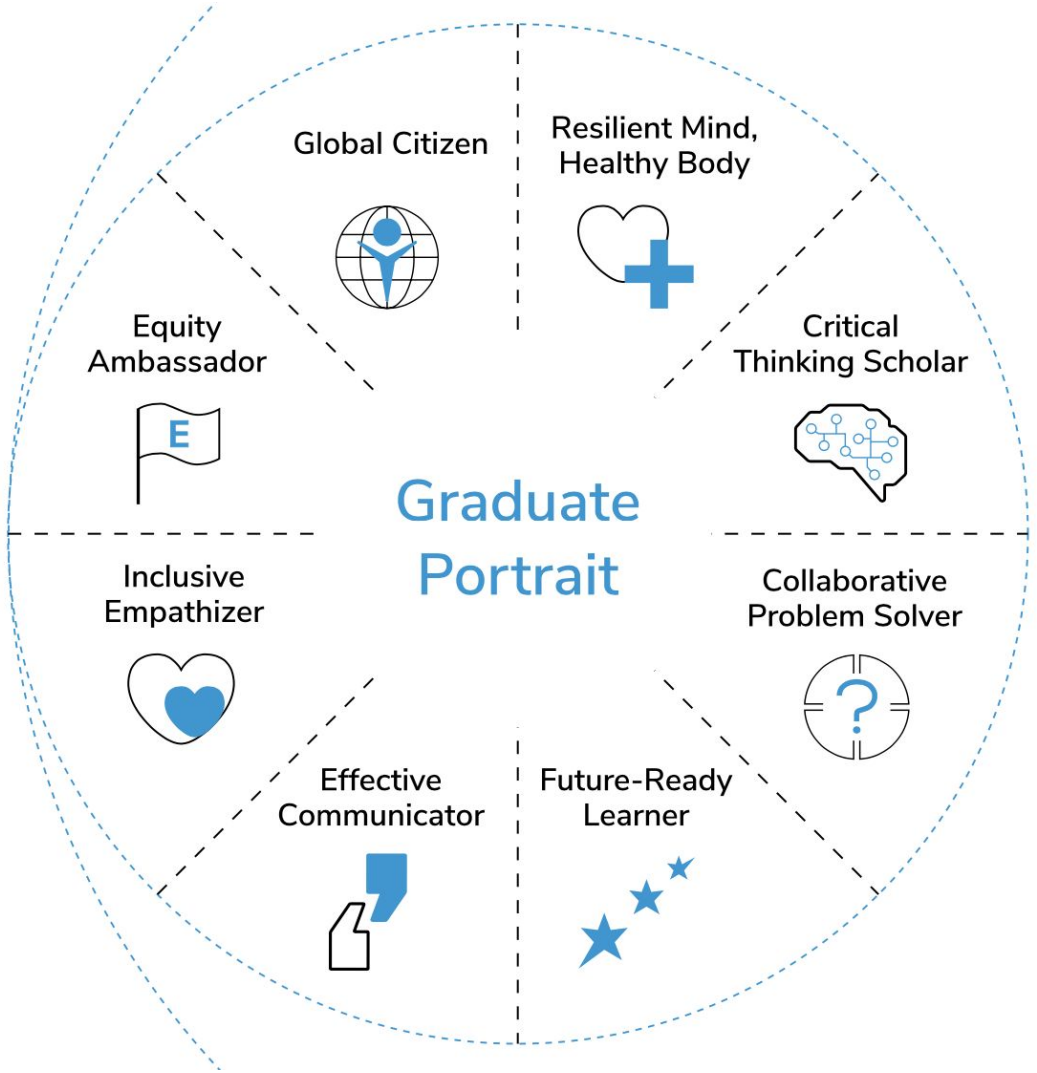
Thanks to the Santa Clara Unified School District and their Vision 2035 process

HONOR TRADITION — INNOVATE TOGETHER — INSPIRE THE FUTURE

#InspireLT

STRATEGIC PLANNING




Global Citizen
Resilient Mind, Healthy Body
Equity Ambassador
E
Critical Thinking Scholar
Graduate Portrait
Inclusive Empathizer
Collaborative Problem Solver
?
Effective Communicator
Future-Ready Learner



The Graduate Portrait

- At the center of an educational vision is the Graduate Portrait—**a description of the community's aspirations for its young people**. It **describes the knowledge, skills, dispositions, and mindsets that Lyons Township High School District's students need to thrive in life and career.**
- Our Graduate Portrait will also **guide adult actions and decisions, aligning leadership, management, teaching and learning, and resource allocations for student success**. Our objective is to **prepare each student for life beyond high school by supporting them in reaching their full potential**.

KEY QUESTIONS for a Graduate Portrait :

What 21st century skills, character traits, and/or social-emotional competencies do all students need t succeed in college, career,

and life?

How has the world changed, and how will it continue to change? What skills and mindsets will be necessary in a rapidly changing and complex world?



Graduate Portrait Outcome Possibilities

Creative Thinkers	Engaged Collaborators	College & Career Ready	Creators and Innovators	Adaptable and Resilient Learners
Team Player	Passionate & Empathetic	Engaged Citizens	Personally Responsible	Culturally Aware
Skilled Communicators	Ethical Character	Problem Solvers	Critical Thinkers	Perseverant & Patient
Empowered and Self-Sufficient	Growth Mindset	Confident and Secure	Civic and Global Contributor	Digitally Literate
Other	Other	Other	Other	Other

What are the skills to ensure student success?

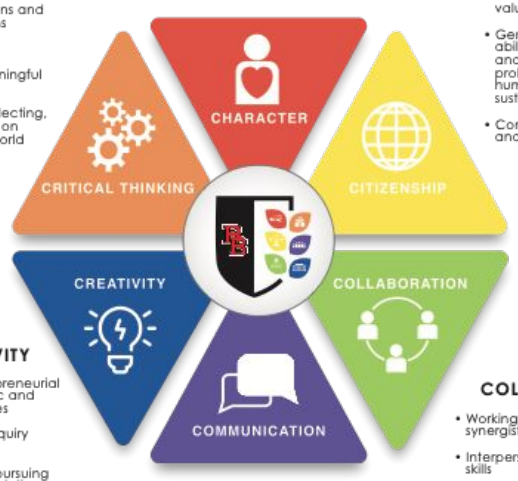


BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL

PORTRAIT OF A GRADUATE

EMPOWERING STUDENTS ON THEIR PATHWAY TO SUCCESS

This profile describes the expectations our district believes are required of successful leaders who graduate from BBCHS. A BBCHS graduate embodies...



CRITICAL THINKING

- Evaluating information and arguments
- Making connections and identifying patterns
- Problem solving
- Constructing meaningful knowledge
- Experimenting, reflecting, and taking action on ideas in the real world

CHARACTER

- Learning to learn
- Grit, tenacity, perseverance, and resilience
- Self regulation, responsibility, and integrity

CITIZENSHIP

- Thinking like global citizens
- Considering global issues based on a deep understanding of diverse values and worldviews
- Genuine interest and ability to solve ambiguous and complex real world problems that impact human and environmental sustainability
- Compassion, empathy, and concern for others

CREATIVITY

- Having an "enterpreneurial eye" for economic and social opportunities
- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- Leadership to turn ideas into action

COMMUNICATION

- Communicating effectively with a variety of styles, modes, and tools including digital
- Communication designed for different audiences
- Reflection on and use of the process of learning to improve communication

COLLABORATION

- Working independently and synergistically in teams
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Learning from and contributing to the learning of others

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BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL VISION 307

BUILT ON TRADITION...PREPARING FOR THE FUTURE

RACINE UNIFIED SCHOOL DISTRICT

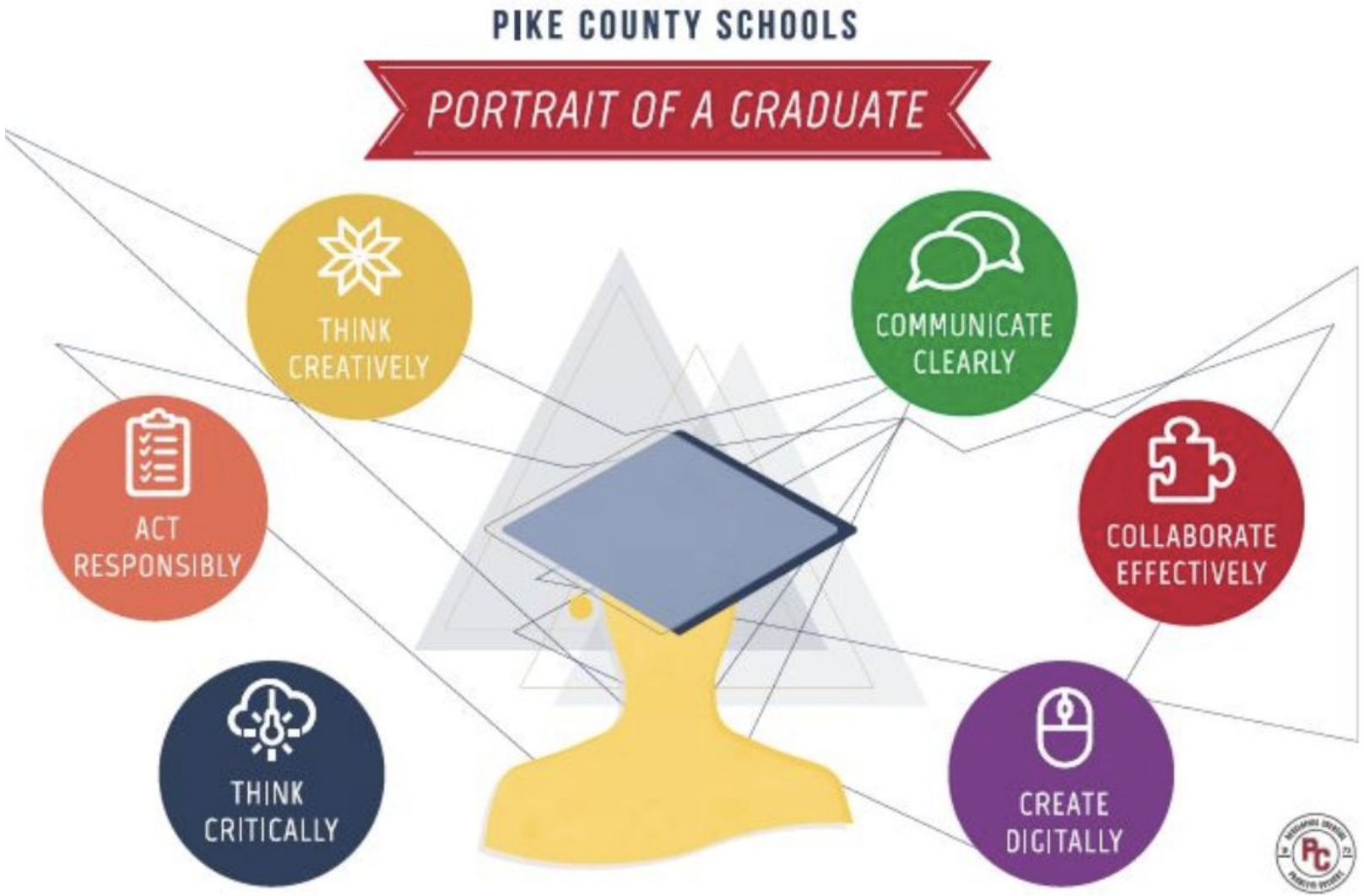
NORTH STAR

ALL STUDENTS WILL GRADUATE COLLEGE AND/OR CAREER READY

	ACADEMIC	SOCIAL / EMOTIONAL	CAREER / LIFE SKILLS
GR.			
12	Accomplishes one or more Indicators of college/career readiness		Demonstrates workplace soft skills
11		Identifies and demonstrates resiliency in life events	Documents learning and career goals in an electronic academic career plan
10		Effectively express own viewpoints and interprets diverse perspectives	
9	Earns 6 credits including 1 in Algebra (or higher) and 1 in science		Maintains school/class attendance rate of 97%
8	Scores proficient or advanced on District writing assessment	Respects and supports diversity	Documents learning and career goals in an electronic academic career plan
7	Demonstrates algebra readiness	Demonstrates empathy	Contributes to community through class-based or individual project
6		Identifies and demonstrates resiliency in life events	Maintains school/class attendance rate of 97%
5	Attains proficient or advanced level on state reading and math tests		Contributes to the community through a school-based project
4		Resolves conflicts appropriately	Documents learning and goals in an electronic academic career plan
3	Attains proficient or advanced level on state reading and math tests		
2			
1	Scores at or above benchmark on reading measures	Understands and demonstrates appropriate interpersonal and social behavior	
K			Attends school 97% of the time or more
4K		Regulates own emotions	

EDUCATE EVERY STUDENT TO SUCCEED

What are the skills to ensure student success?



Graduate Portrait Outcome Possibilities

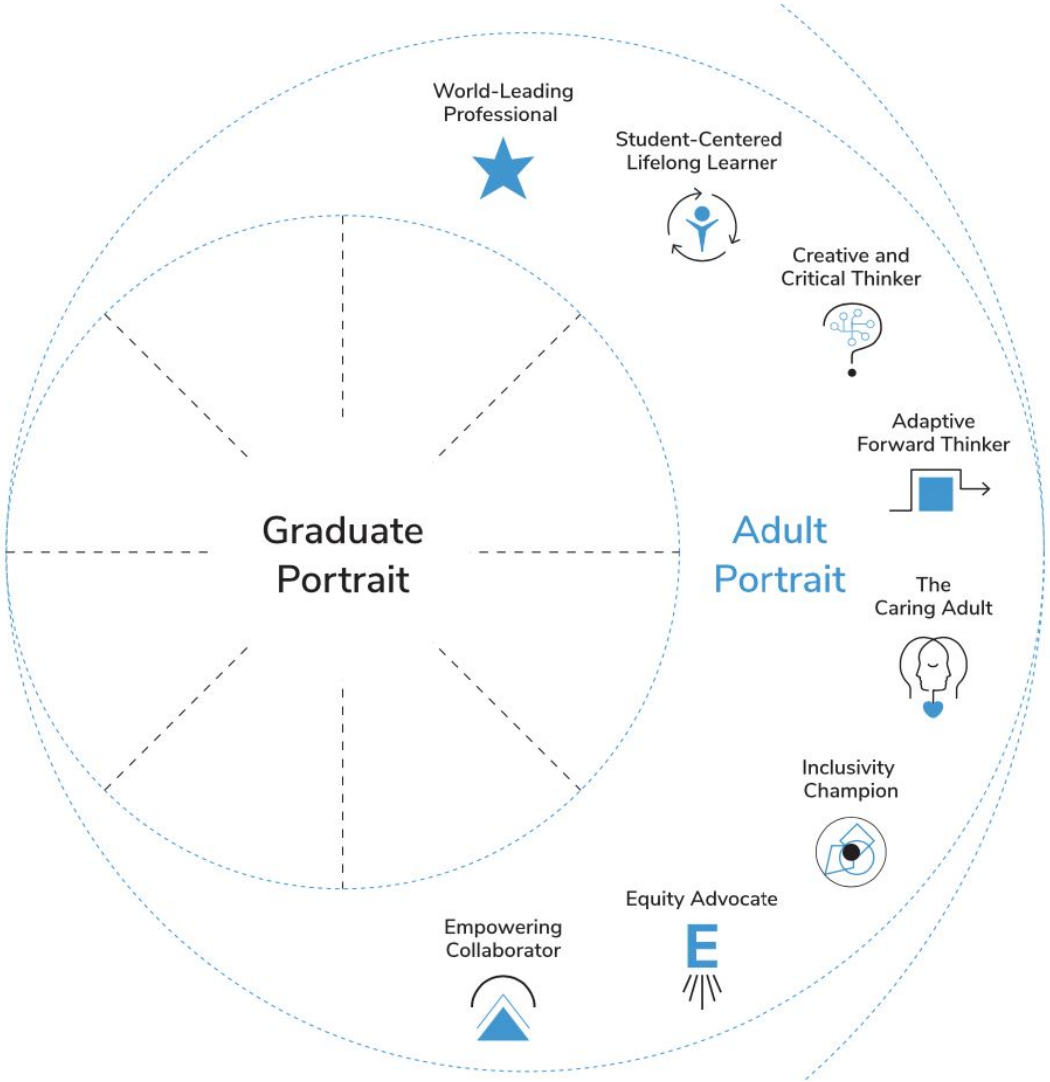
Creative Thinkers	Engaged Collaborators	College & Career Ready	Creators and Innovators	Adaptable and Resilient Learners
Team Player	Passionate & Empathetic	Engaged Citizens	Personally Responsible	Culturally Aware
Skilled Communicators	Ethical Character	Problem Solvers	Critical Thinkers	Perseverant & Patient
Empowered and Self-Sufficient	Growth Mindset	Confident and Secure	Civic and Global Contributor	Digitally Literate
Other	Other	Other	Other	Other

Our Team's Top Ten Graduate Portrait

Creative Thinkers 8	Engaged Collaborators 3	College & Career Ready 8	Creators and Innovators	Adaptable and Resilient Learners 7
Team Player 3	Passionate & Empathetic 7	Engaged Citizens 2	Personally Responsible 8	Culturally Aware 4
Skilled Communicators 3	Ethical Character 2	Problem Solvers 7	Critical Thinkers 6	Perseveran & Patient 3
Empowered and Self-Sufficient 8	Growth Mindset 3	Confident and Secure 4	Civic and Global Contributor 4	Digitally Literate 8
Other	Other	Other	Other	Other

ADULT PORTRAIT





The Adult Portrait

- Widespread **successful achievement of the Graduate Portrait is only possible if a supportive and intentional community of adults work together**. This Adult Portrait **applies to all adults working in the school district, not just teachers, because every adult's work supports student success;** therefore, the language here is broad.
- The **ability of adults to model and continuously develop these attributes will be critical in helping students achieve the Graduate Portrait**. They will **also help adults support one another and create respectful and beneficial relationships with the community that further support students' learning and skills building**.



KEY QUESTIONS for an Adult Portrait:

- **What are the critical 21st Century characteristics of an effective team member?**
- **What 21st Century characteristics contribute to a successful and efficient culture or climate?**
- **What 21st Century adult characteristics contribute to the development of successful and passionate learners?**

Adult Portrait Outcome Possibilities

Prepared	Engaged Collaborator	Love Teaching and Learning	Creator and Innovator	Display a Personal Touch
Team Player	Passionate & Empathetic	Engaged Citizen	Personally & Collectively Responsible	Culturally Aware
Skilled Communicator	Ethical & Trusting Character	Problem Solver	Respectful of Students and Parents	Sense of Humor
Empowered and Self-Sufficient	Growth Mindset	Confident and Secure	Civic and Global Contributor	Digitally Literate
Adaptable and Resilient Learners	Perseverant & Patient	Forgiving	Other	Other



Portrait of an ADULT. This Portrait describes the expectations our District believes are required of adults who ensure all students are successful. A CCHS adult embodies:



ADULT PORTRAIT

- Leading Professional Development
- Student Centered Lifelong Learner
- Creative and critical Thinker
- Adaptive Forward Thinker
- Caring and Compassionate Adult
- Inclusivity Champion
- Equity Advocate
- Empowering Collaborator

Adult Portrait





The Five Behaviors of a Cohesive Team™ Model

In this model, teams that excel in 5 main areas are more likely to be high-functioning, cohesive teams:

1. Trust
2. Conflict
3. Commitment
4. Accountability
5. Results

Adult Portrait Outcome Possibilities

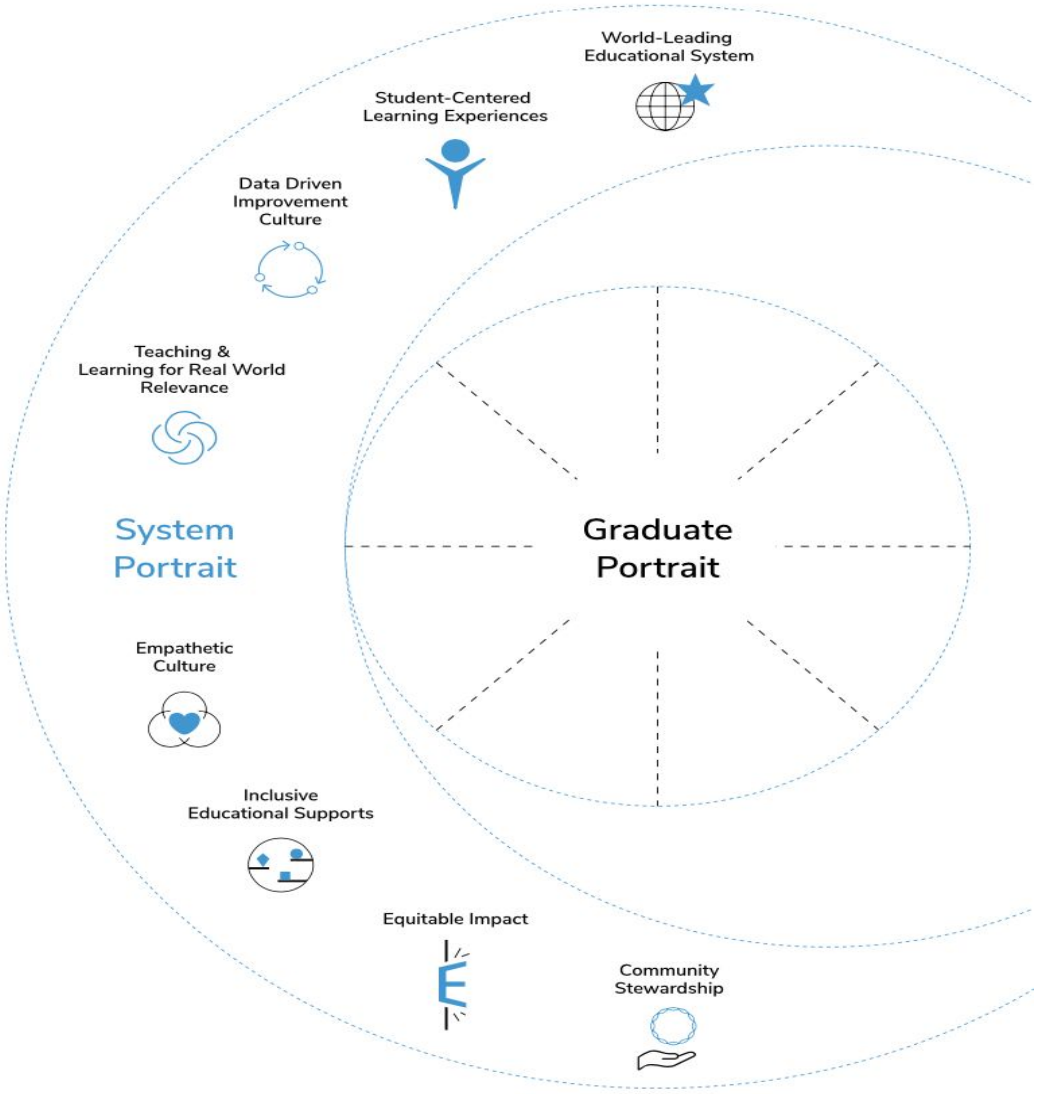
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Skilled Communicator	Ethical & Trusting Character	Problem Solver	Respectful of Students and Parents	Sense of Humor
Empowered and Self-Sufficient	Growth Mindset	Confident and Secure	Civic and Global Contributor	Digitally Literate
Adaptable and Resilient Learners	Perseverant & Patient	Forgiving	Other	Other

Our Team's TOP TEN Adult Portrait

Prepared 8	Engaged Collaborator 6	Love Teaching and Learning 8	Creator and Innovator 5	Display a Personal Touch 8
Team Player 8	Passionate & Empathetic 6	Engaged Citizen 4	Personally & Collectively Responsible 7	Culturally Aware 5
Skilled Communicator 5	Ethical & Trusting Character 6	Problem Solver 5	Respectful of Students and [illegible]nts 8	Sense of Humor 4
Empowered and Self-Sufficient	Growth Mindset 7	Confident and Secure 5	Civic and Glob[illegible] Contributor 5	Digitally Literate 7
Adaptable and Resilient Lea[illegible]s 3	Perseverant & Patient 7	Forgiving 5	Other	Other

SYSTEM PORTRAIT





System Portrait Definition

- An educational System Portrait describes **the core characteristics that will need to exist within the school district**. It also outlines **the conditions that will be created, promoted, and practiced by educational leaders to deliver on the promise to the beneficiaries of the district.**
- A system is **made up of an interconnected set of elements that includes an organization's structures, supports, standards, agreements, incentives, and cultures**.
- These are the component parts that need to be aligned with the goals of the Graduate and Adult Portraits and the Core Values.



KEY QUESTIONS for a System Portrait:

What 21st Century District System Characteristics define an effective 21st century school system?

What 21st Century District System Characteristics do we want to guarantee every student, every family, every staff member to ensure high productivity and satisfaction?

System Portrait Outcome Possibilities

Clear Purpose with Focus	Documented	Balance Growth and Accountable	Value its Staff	Foster Collaboration
Repeatable	Foster Clear Communication	Ensure Consistency around Policy and Procedures	Promote Continuous Improvement	Value Diversity and Be Culturally Aware
Value Shared Decision-making	Value Ethical & Trusting Relationships	Promote Cohesion- Working Toward Common Goals	Respectful of Students, Parents & Staff	Sense of Humor
Empowered and Self-Sufficient	Growth Mindset	Develop Sense of Community & Belonging	Civic and Global Contributor	Promote Digital Literacy
Adaptable and Resilient Partners	Value Innovation and Risk Taking	Excellent Stewards of Resources	Other	Other



We strive to ensure these five attributes of a high-quality school system

1. Leadership

A successful school districts promotes shared leadership and decision-making.

2. High Expectations

A successful school district holds high expectations for all students and teachers.

3. Ongoing Evaluation

A successful school district personalizes instruction to know what each learner knows an needs to know next.

4. Goals and Direction

A successful school district is focused through clear goals and direction,

5. Secure and Organized

A successful school district promotes a safe, nurturing and secure culture.

System Portrait

- **Competitive Educational System**
- **Data Driven Continuous Improvement Culture**
- **Teaching and Learning for Real World Relevance**
- **Empathetic Culture**
- **Inclusive Educational Supports**
- **Equitable Impact**
- **Community Stewardship**



System Portrait:

- Visionary Leadership
- Continuous Improvement
- Data-Driven Decision making
- Innovative and Happy Staff
- Inclusive Supports
- Future-Oriented Curriculum
- Social and Emotional Priorities
- Effective Communication and Collaboration
- Equitable Impact
- Trusting and Respectful Stewardship
- Happy and Engaged Customers



System Portrait Outcome Possibilities

Clear Purpose with Focus	Documented	Balance Growth and Accountable	Value its Staff	Foster Collaboration
Repeatable	Foster Clear Communication	Ensure Consistency around Policy and Procedures	Promote Continuous Improvement	Value Diversity and Be Culturally Aware
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Adaptable and Resilient Partners	Value Innovation and Risk Taking	Excellent Stewards of Resources	Other	Other

Our team's TOP TEN System Portrait

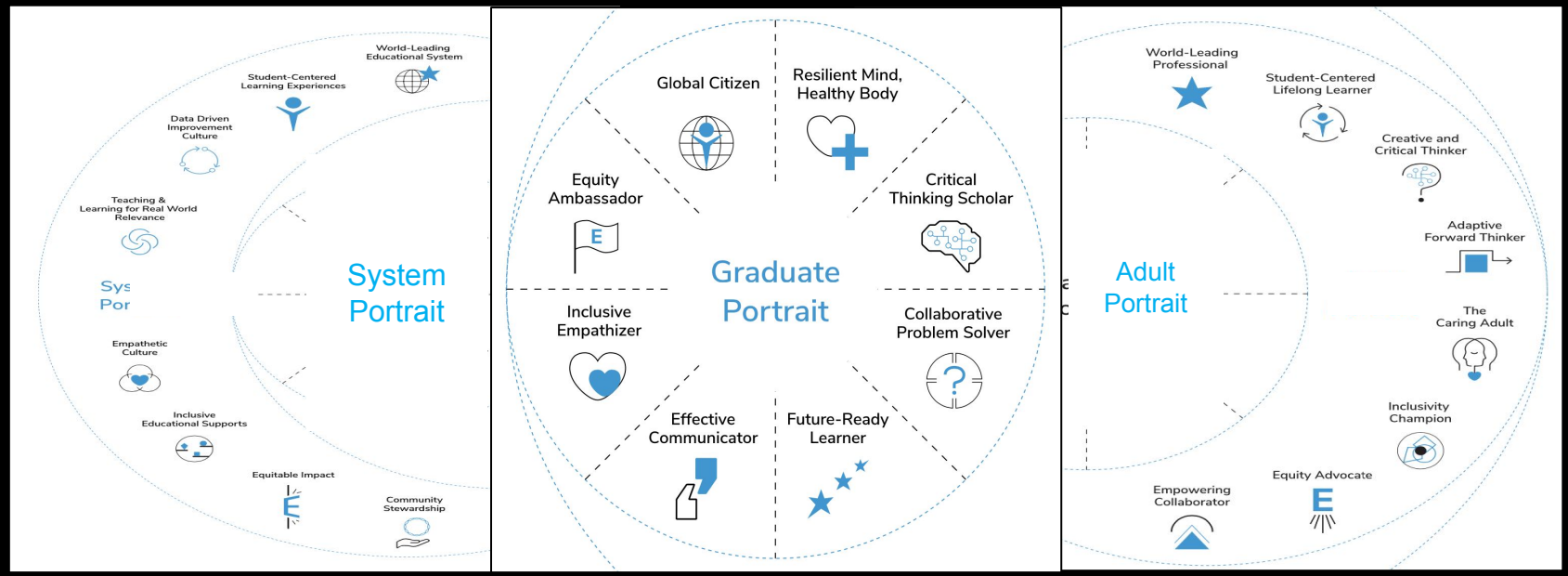
Clear Purpose with Focus 8	Documented 5	Balance Growth and Accountable 7	Value its Staff 8	Foster Collaboration 6
Repeatable 5	Foster Clear Communication 8	Ensure Consistency around Policy and Procedures 6	Promote Continuous Improvement 8	Value Diversity and Be Culturally Aware 4
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Empowered and Self-Sufficient 4	Growth Mindset 6	Develop Sense of Community & Belon 6	Civic and Global Contributor 5	Promote Digital Literacy 5
Adaptable and Resilient Partners 6	Value Innovation and Risk Taking 7	Excellent Stewards of Resources 7	Other	Other

Preferred Future Statement

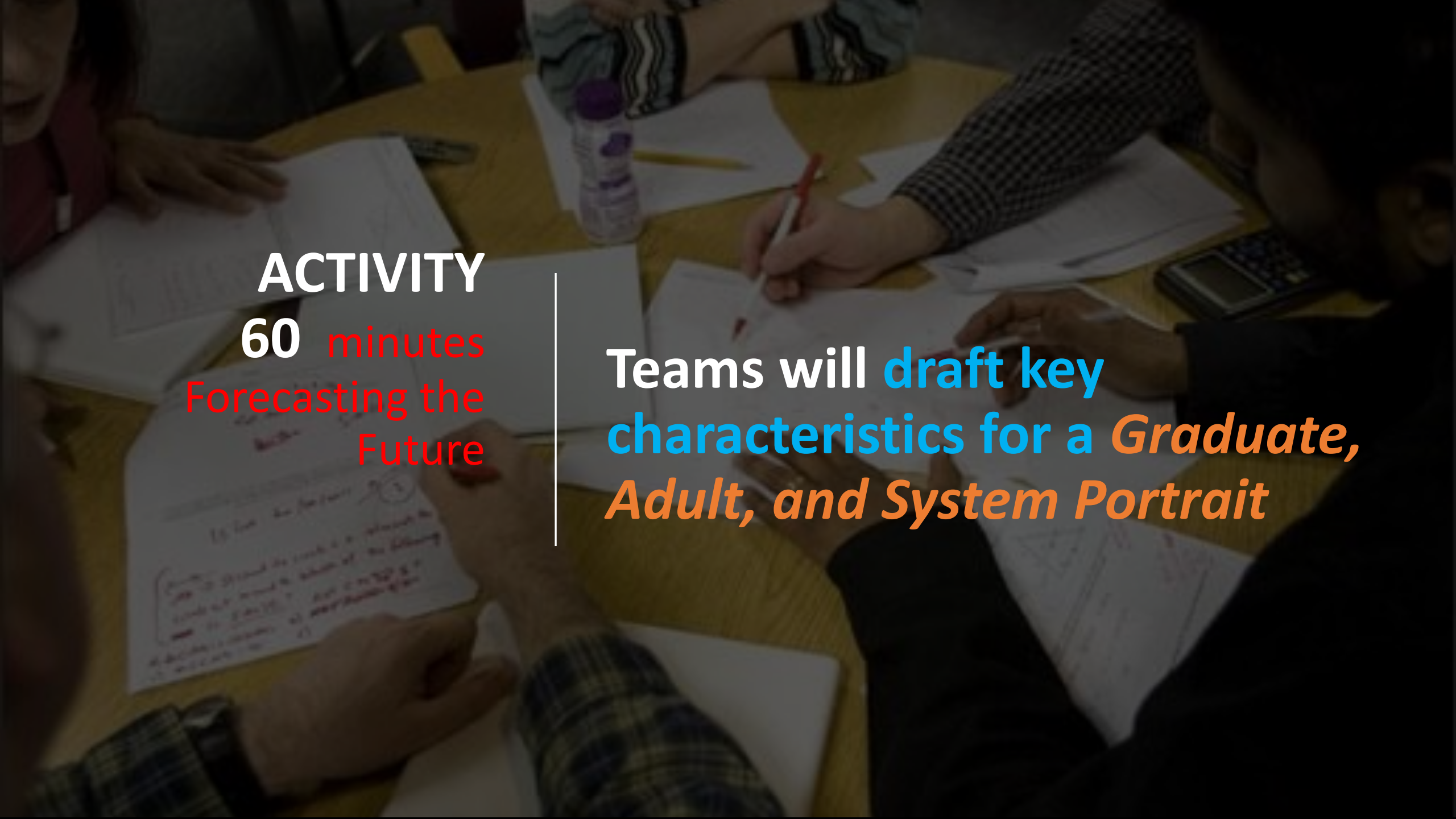
Mission

Motto

Vision – North Star



Core Values

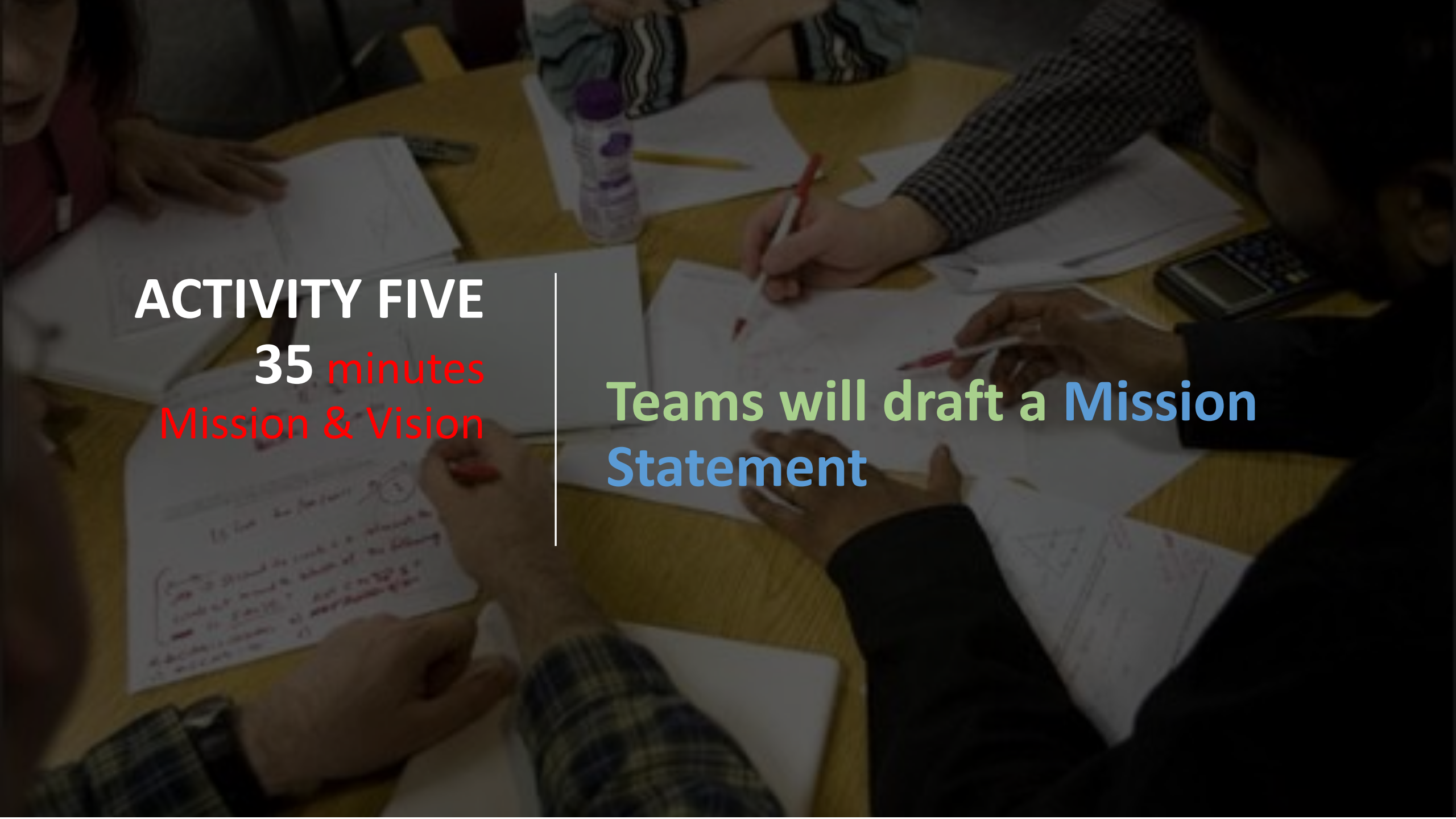


ACTIVITY

60 minutes

Forecasting the Future

Teams will draft key characteristics for a *Graduate, Adult, and System Portrait*

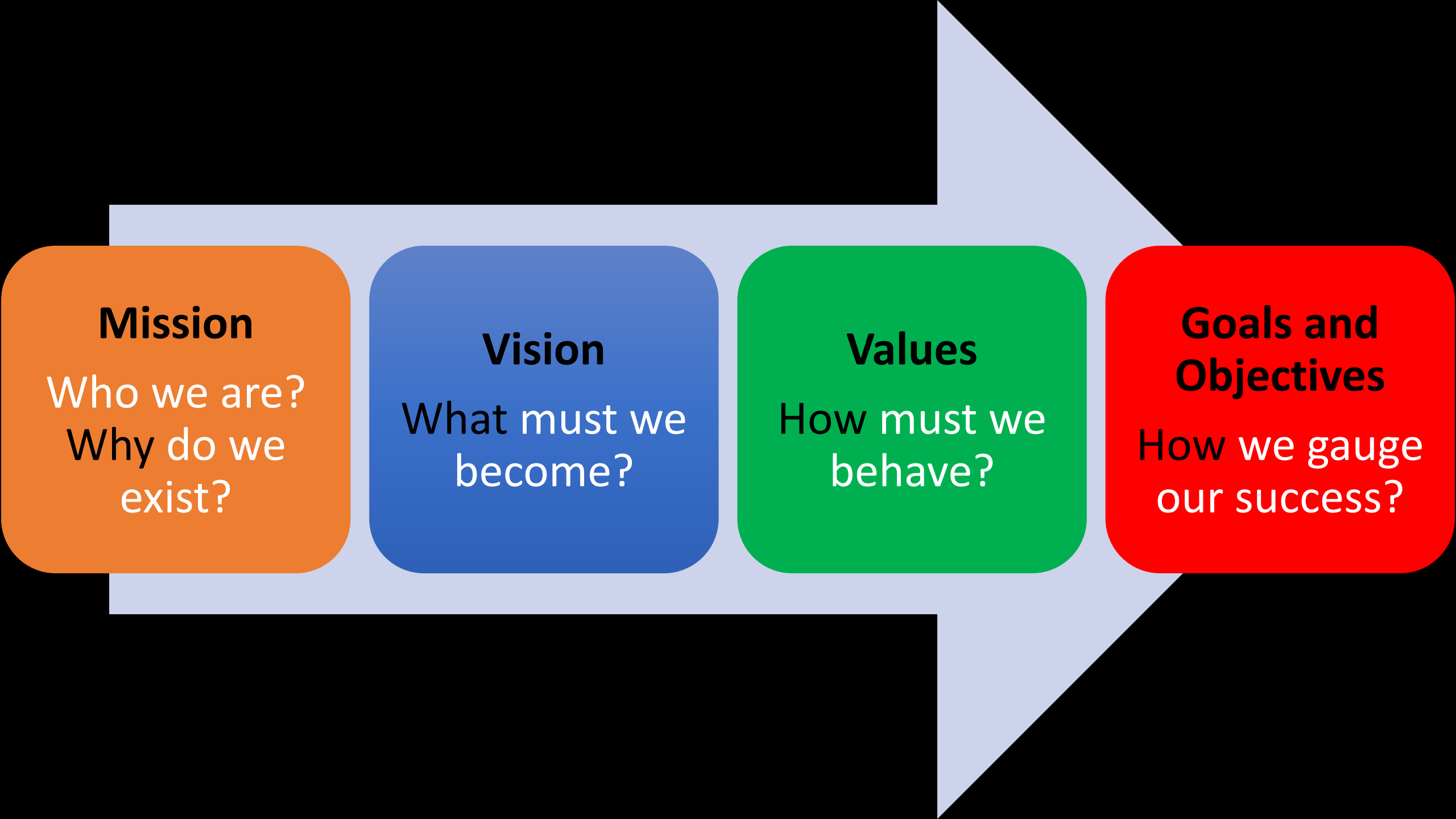


ACTIVITY FIVE

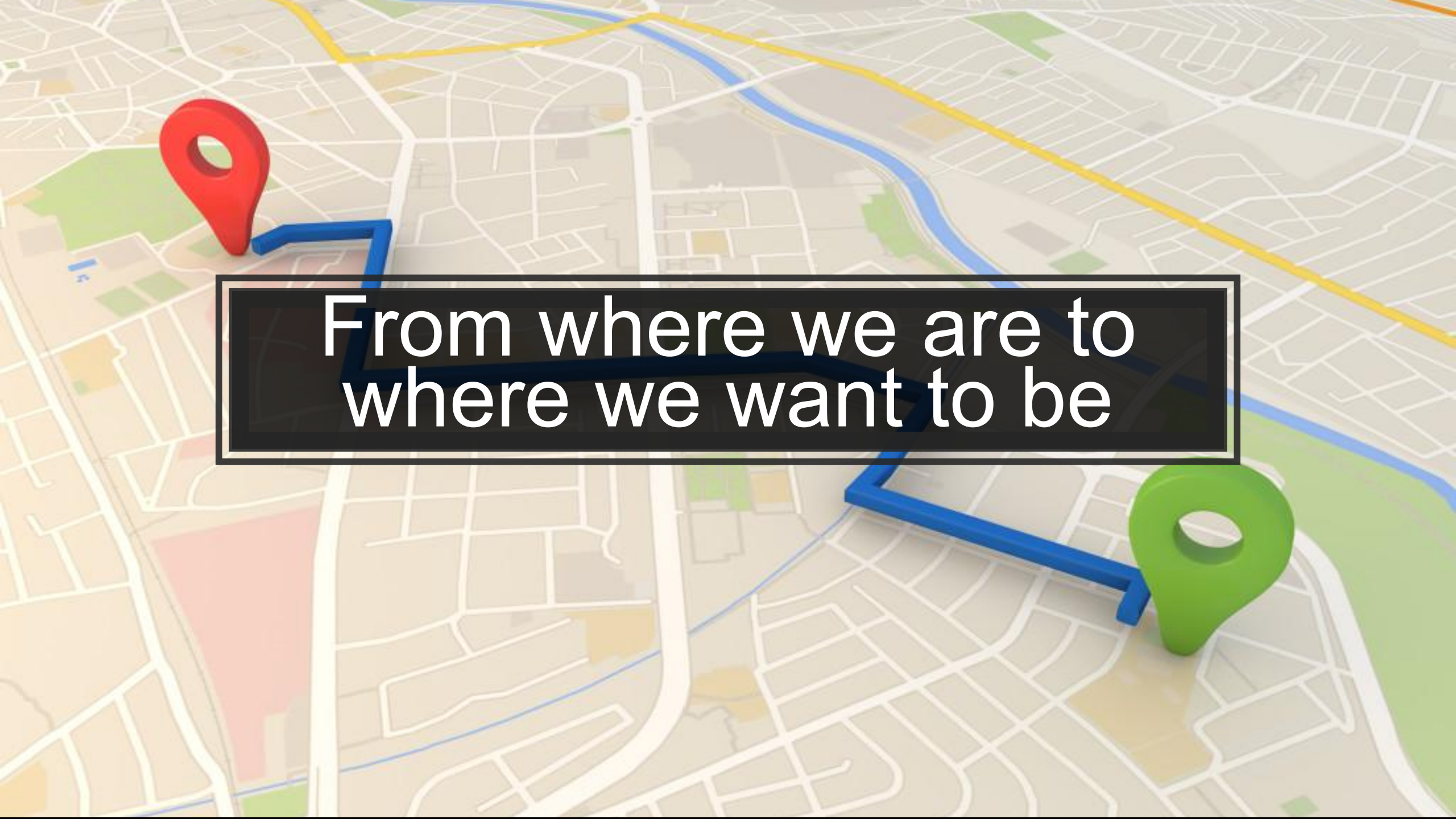
35 minutes

Mission & Vision

Teams will draft a Mission Statement


Mission
Who we are? Why do we exist?
Vision
What must we become?
Values
How must we behave?
Goals and Objectives
How we gauge our success?


VISION
MISSION


From where we are to
where we want to be

MISSION
VISION

From where we are to where we want to be



CORE VALUES

Beliefs that guide our behaviors and actions

The words of **mission and vision statements** are ***not worth the paper they are written on unless people begin to do something differently.***



MISSION

MISSION: The mission pillar asked the question, "WHY?" More specifically, it asks "Why do we Exist?" The intent of this question is to help reach agreement regarding the **fundamental purpose of the organization.** This clarity of purpose can help establish priorities and becomes an important factor to guide decisions."



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


Mission

Criteria for evaluating a mission statement:



- Is it clear and understandable?
- Is it brief enough for most people to remember and say in one breath?
- Does it clearly specify the school's fundamental purpose?
- Does is have a primary focus on a single strategic thrust (such as learning)?
- Does it reflect the distinctive competence and culture of this school?
- Is it broad enough to allow flexibility in implementation, but not so broad as to create lack of focus?
- Will it help school personnel, parents, and community members make decisions?
- Is it energizing and compelling? Does it motivate and inspire employee commitment?
- Does it say what you want your district to be remembered for?

Directions- Mission

Words

Phrases

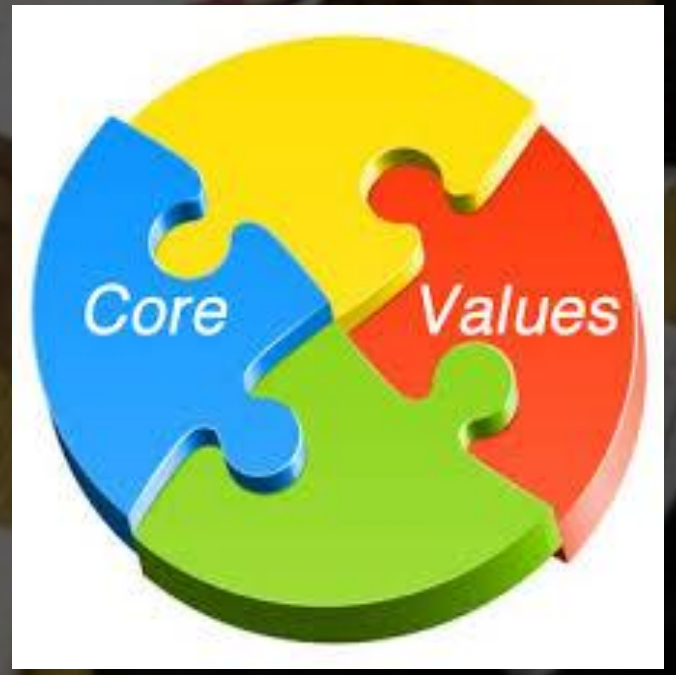
Sentence

ACTIVITY SIX

35 minutes

Core Values

Teams will draft Core Values aligning to the Mission & Vision




CORE
VALUES

CORE VALUES – 35 minutes

CORE VALUES: The values pillar asks "How must we behave?"—that is, "What beliefs must we all share to achieve our mission and vision?" In pursuing this question, the district attempts to ***clarity commitments everyone must share and be responsible and accountable for to move the district forward to***. Core values are **few in number, easy to remember, be guiding principles defining a code of conduct and behavior.**



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

Criteria for evaluating a core value or belief:



- Does it manifest our mission and vision?
- Is it compelling and based on a belief we would not compromise?
- Is it a guiding principle that guides behaviors and actions?
- Is it clear and easy to understand?
- Does it create an unwavering and unchanging guide?
- Is it something we will hold each other responsible and accountable for our actions?
- Is it something we would want future staff members to support?
- Does it have a commitment to describe what we would do to move the belief to action?

Core is Core



Directions

Read about what makes great Core Values

Discuss with your team what you learned from your investigations that might inform a new set of Core Values

Write a new set

- Review current Values
- Review the criteria for what makes a good set of Core Values
- Write your ideas for a new set of Core Values

OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

Welcoming

We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

Equity-Focused

We actively work to remove barriers to educational access.

Empowering

We inspire each student and staff member to thrive to their best abilities.

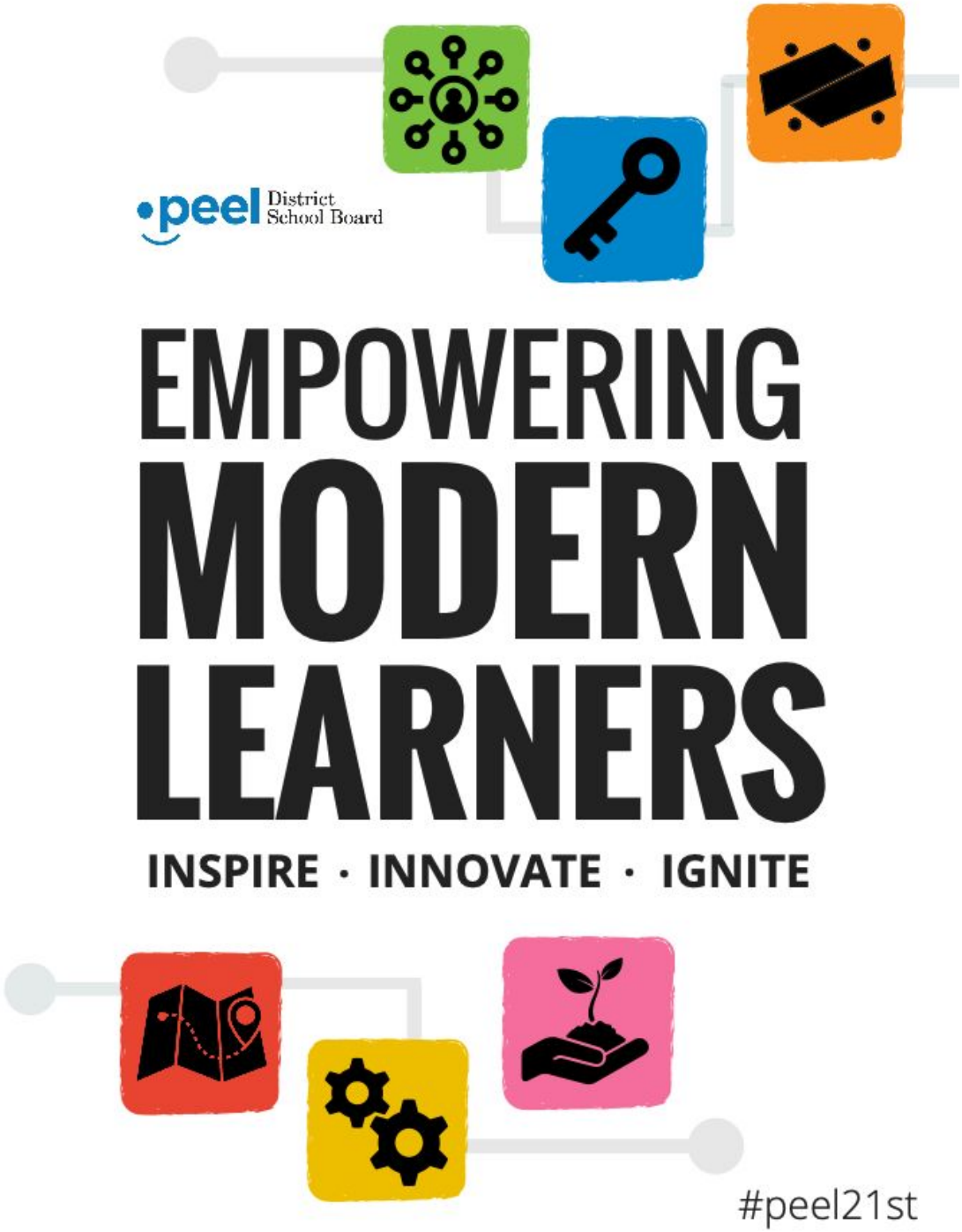
Innovative

We take initiative to solve problems in the classroom and across the system.

Results-Driven

We set ambitious goals to learn, grow and achieve at high levels.





Following approval of the strategic plan, the district should develop:

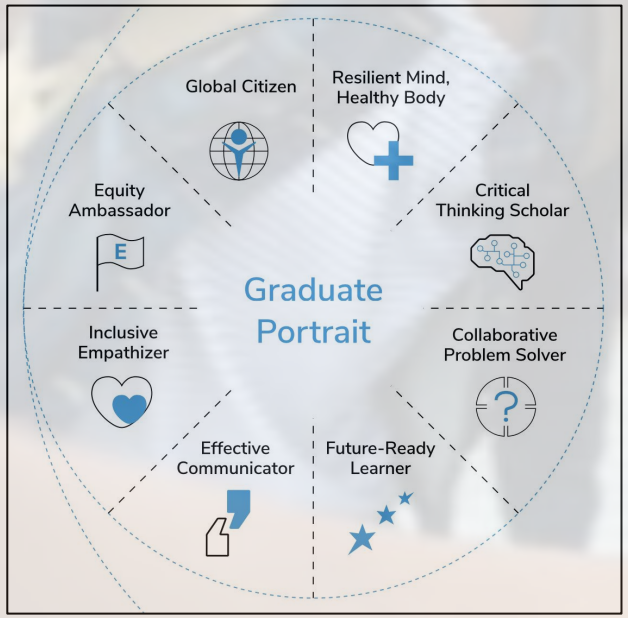
- A welcoming brochure of mission, vision, and core values for new families to the district
- An induction brochure of mission, vision, and core values for new employees to the district
- A video to put on the website to bring the mission, vision, and core values alive.

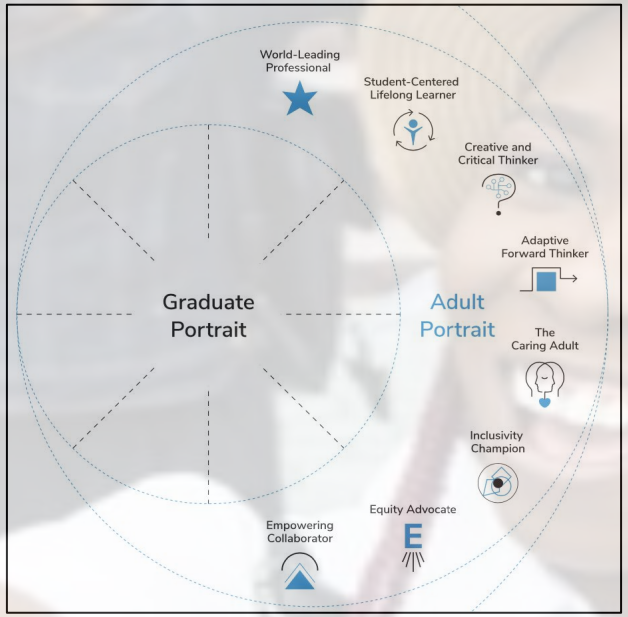
Preferred Future Statement

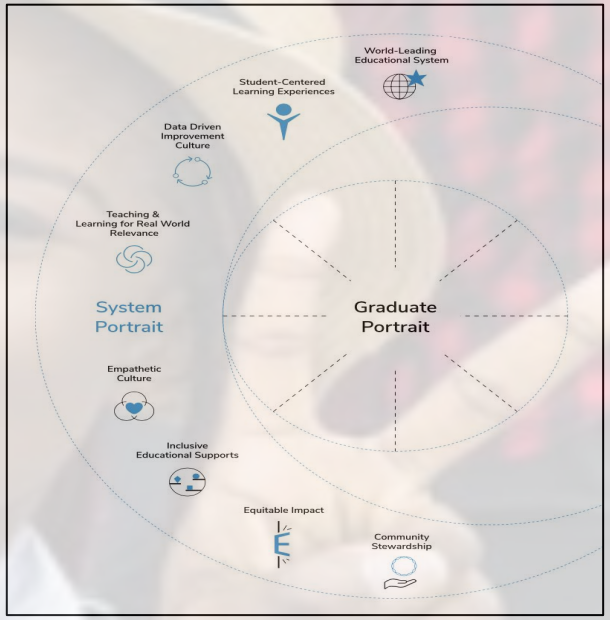
Mission

Motto

Vision – North Star







Core Values

Next Meeting April 21

- **The SETTING DIRECTION RETREAT ANSWERS THE QUESTION, *"How do we great from where we are to where we want to be?"***

- **Long–range Goals:** Indicators, Measures and Targets

- **Strategies**: Gaps that must be addressed during the span of this strategic plan to achieve the mission, vision and goals of the district.



Thanks for a great day!

.Setting Direction Retreat

- Seek Preferred Future Feedback
- Review the Feedback
- Revise Preferred Future Statement
- Consider Long-Range Goals
- Provide feedback to Goal Indicators and measures
- Determine high leverage strategies to focus priority work for next 3-4 years.
- Draft the Plan