Vision Retreat Participant Handout

Vision Retreat Purpose

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

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

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

Common Vocabulary

Core Values	The district's beliefs and principles that articulate the culture of the organization. These are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.
Mission	The district's purpose is described in the language of the business, including who is served and what products, programs and services are provided to customers and stakeholders.
Strategic Theme	Three of four strategic focus areas that build on the customer value proposition to define the organization's high-level business strategy; breaks down the vision and mission into action and focuses energy on desired strategic results.
Vision	A vivid, emotionally inspiring, time-specific picture of a future to which the organization aspires. A description of how the district will look, sound and feel differently that it is today.
Vision Result	An achievable stretch target identified in order to measure the success of an organization's vision statement. Sometimes this is referred to as a Preferred Future Statement.

Strategic Foundation or Preferred Future

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

Mission Statement- Our Core Purpose ***Why do we exist?***	**Vision Statement- Our Future** ***Where we are headed?***
Core Values - How we act and behave ***What we stand for?***	**Vision Description** ***What will it look like ?***

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.

Feedback Review of Data Retreat SWOT from Stakeholders: **Identify the top ten strengths, top ten weaknesses, top ten opportunities and top ten threats by examining the SWOT analysis from the Data Retreat and any feedback from stakeholders.**

Lyons Township Strategic Plan DRAFT SWOT Analysis	
Strengths o	**Weaknesses** o

Opportunities	Threats
o	o

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 (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) • Intervention Systems not successful • Staff Demographics do not match Student Demographics • 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?**
• Split Campus, Feeder District Communication & Collaboration • 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	• 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

Strengths	Weaknesses
• Community Pride • Tradition of Excellence • Financial Health • Great People • Student Achievement compared to others	• Achievement Gap and Equity • Social, Emotional and Mental Health Needs • Student Engagement, ownership and agency • Staff climate, morale, engagement • Grading Practices
Opportunities	**Threats**
• College, Career and Life Readiness • Innovation- balance of tradition and continuous improvement • Time and Space, Day and Year • Technology Integration and Literacy	• Civic and Social Unrest • Racism and Political Differences • Slow to Change • Recovery from Pandemic • Safety and Security

Activity One Part A: Characteristics of a Preferred Future Statement

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

Inspiring:	**Appealing and engages stakeholders to commit to a cause and mindset**

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

Which of the 8 Characteristics resonates best with you?

Activity One Part B: Investigating a great Preferred Future Statement

Illinois Vision 2020	
We believe the key to continuous improvement in public education relies on the wisdom and innovation of public educators who work with students every day. This is a continuous process. **Through the Vision 20/20 process, four areas for prioritization emerged: highly effective educators, 21st century learning, shared accountability, and equitable and adequate funding.**	
Highly Effective Educators	
21st Century Learning	
Shared Accountability	
Equitable and Adequate Funding	
Other notes:	

XQ Schools- Rethinking High Schools

- Design Principles
- Strong mission and culture
- Meaningful, Engaged Learning
- Caring, Trusting Relationships
- Youth Voice and Choice
- SMART use of Time, Space and Technology
- Community Partnerships

XQ Schools- Learner Outcome Areas

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

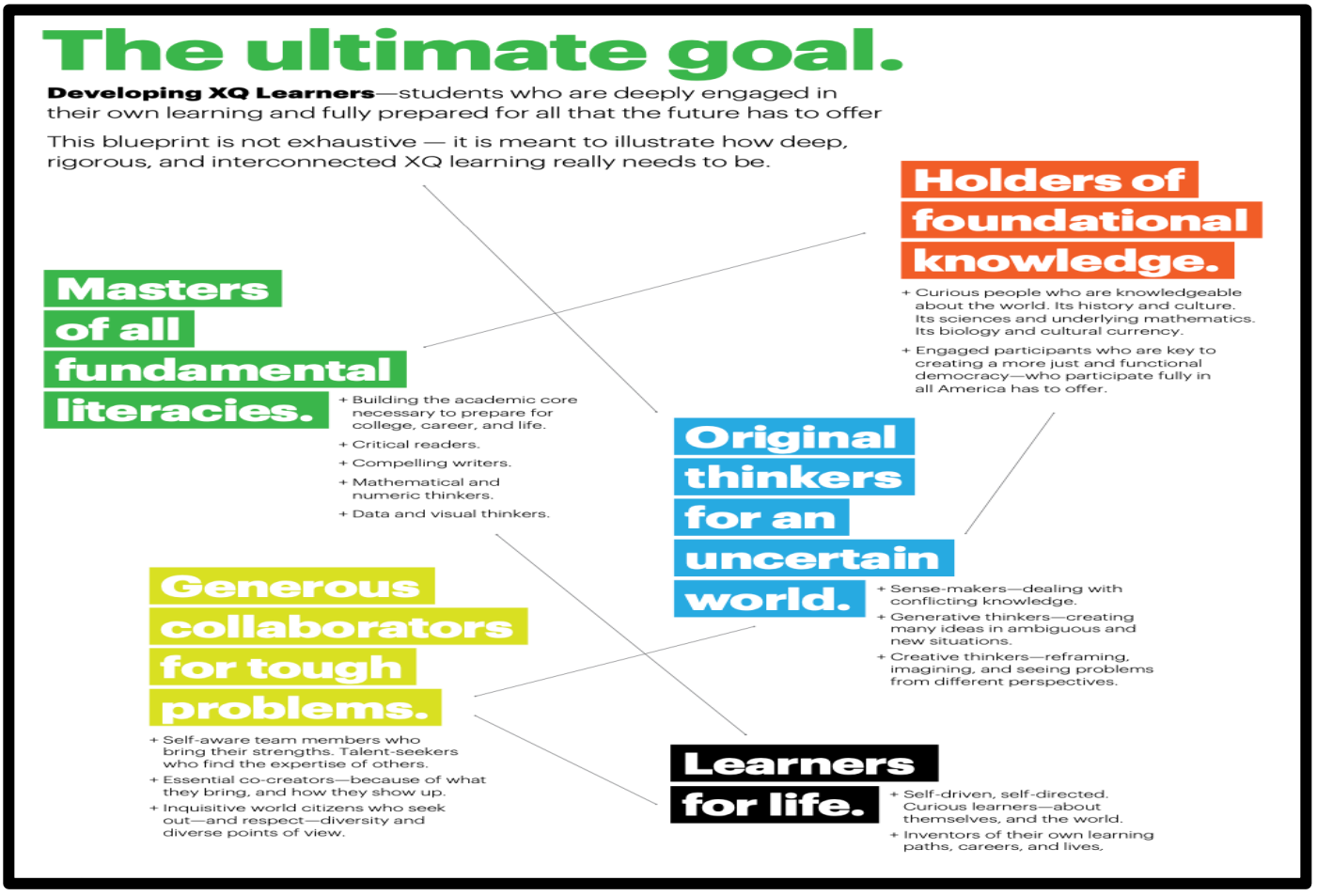
4.1	**Self-awareness**
4.2	**Social awareness**
4.3	**Interpersonal skills**
4.4	**Social negotiation**

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.



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

Dreams, Hopes Aspirations Things to Change Ideal School System Look Like	Why? Difference Made

Reflection from Data Retreat:
Activity Two: Investigating a great Preferred Future Statement

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

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

Article A: 9 Elements in The Classroom that Should "Unsettle" Us The 10 Principles of Modern Learning

Article B: Forging the Future of Learning

Article C: The 10 Principles of Modern Learning

The second part of the assignment is to explore electronically a high school that has a new definition of learning. If you read Article 1 you do Investigation 1, Article 2 you do Investigation 2, Article 3 you do Investigation 3.

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

https://xqsuperschool.org/resource/xq-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.
We believe high schools are the next frontier in the fight for educational equity. And we know that equity demands action, not just aspiration. We take action by partnering with students, educators, families, leaders, and community members in schools, districts, and systems across the country who are ready to deliver on the tremendous promise that transforming our schools holds.

Investigation A:
https://xqsuperschool.org/school/purdue-polytechnic-high-school/
Purdue Polytechnic High School exists to create a seamless transition from high school to college to the high-wage STEM jobs of the future.

Investigation B:
https://xqsuperschool.org/school/washington-leadership-academy/
Washington Leadership Academy (WLA) prepares students to thrive in the world and change it for the better.

Investigation C:
https://xqsuperschool.org/school/iowa-big/
Iowa BIG is a collaborative high school program operating among several school districts in Cedar Rapids, Iowa. Students choose from a pool of "initiatives" suggested by community partners or based on their own interests to address authentic problems and develop real solutions while earning core academic credits.

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Key Concepts to share with those who have not read the article:
Article Read:

1

2

3

4

5

Other

Key Concepts to share with those who have not done the investigation:
School Investigated:

1

2

3

4

5

Other

Article/ Site Visited	3-5 Key Ideas
10 Principles of Modern Learning	**1** **2** **3** **4** **5**
Purdue Polytechnic High School	**1** **2** **3** **4** **5**

9 Elephants in the Classroom that Should "Unsettle" Us	**1** **2** **3** **4** **5**
Washington Leadership Academy	**1** **2** **3** **4** **5**
Forging the Future of Learning	**1** **2** **3** **4** **5**
Iowa BIG	**1** **2** **3** **4** **5**

Activity Three: Student Agency

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

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

How is student engagement related to student agency?

DEEP ENGAGEMENT	ENGAGEMENT	ACTIVE / STRATEGIC COMPLIANCE	PASSIVE / RITUAL COMPLIANCE	PERIODIC COMPLIANCE RETREATISM	RESITANCE / REBELLION
Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality. Students persist with the task and will learn at high or profound levels. Learning	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	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	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	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	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

transcends the formal educational structures.	actively work to improve the quality of their performance. Students persist with the task and will learn at high levels.	the student, but the student associates it with outcome or results that do have value (such as grades).	negative consequences. The emphasis is on meeting the minimum requirements. Students will learn at low, superficial levels.	and when forced through the task either engages in ritual behavior or rebellion.	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

Activity Four: Graduate, Adult, and System Portrait

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

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

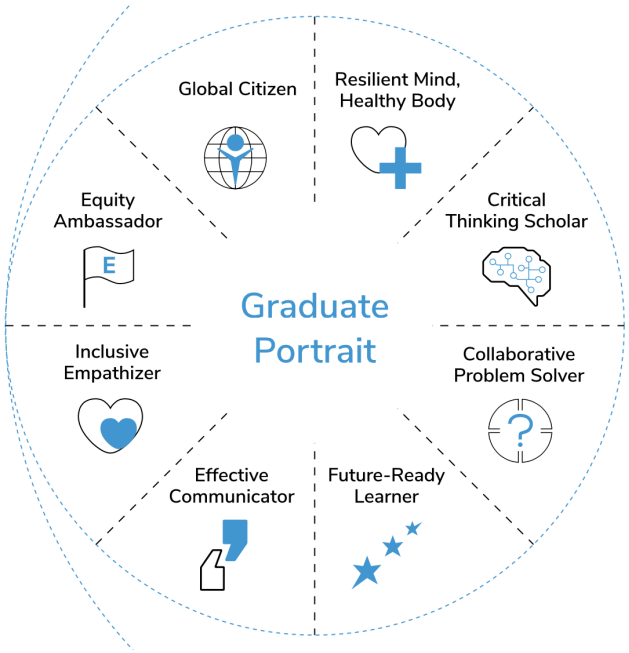
A vision:

- Describes where the organization wants to be, typically three to five year in the future. Focuses on the district's "North Star."
- Vividly captures the organization's "picture of the future".
- Is brief and easy to understand and communicates a message that is emotionally inspiring, to create a passion to contribute to the organization's future success.
- It is audacious and takes you way beyond where you are to the "mountain top."
- It builds on core competencies. It gives employees a larger sense of purpose so they see themselves as building a cathedral instead of laying stones.
- The vision takes the form of "Our vision is to become (achieve, improve, etc.) by (date)."

Criteria for evaluating a vision statement:

- Does it manifest our mission?
- Is it concise and compelling?
- Is it inspirational?
- Does it communicate promise?
- Does it create an image of something that cannot be seen today, but is possible tomorrow?
- Does it focus on ends not means?
- Does it manifest the mission and values

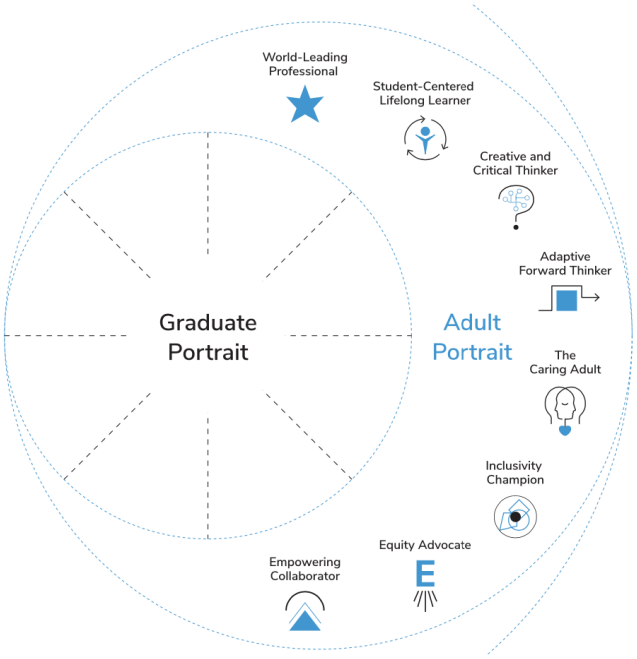
Graduate Portrait



What 21st century skills, character traits, and/or social-emotional competencies do all students need to 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? What are the skills and traits that community member take pride in and hope to pass on to their students and children?

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

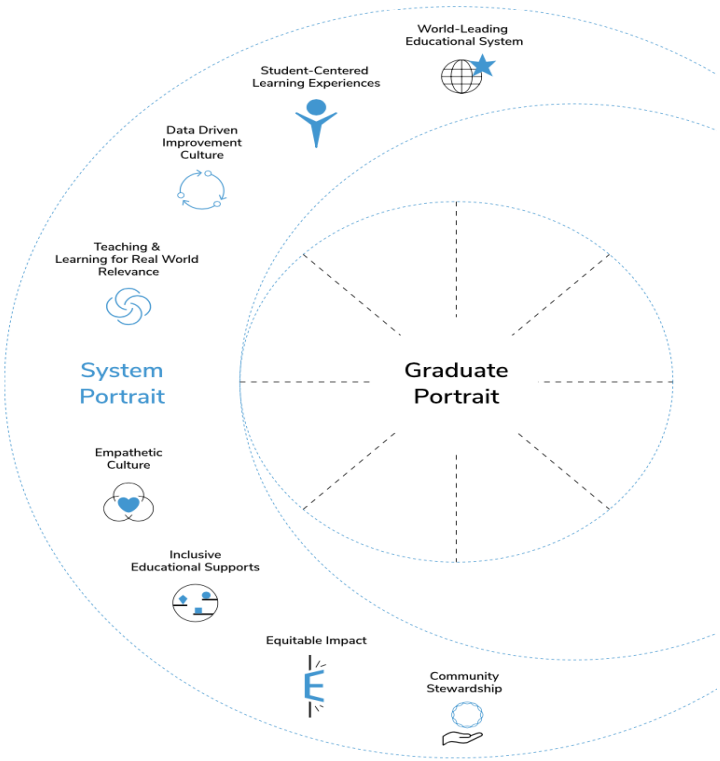
Adult Portrait



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

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

Activity Five: Mission

BUILDING ON OUR CURRENT MISSION STATEMENT

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

A mission:

- Tells a story, in a few words that defines why the organization exits.
- Describes the core purpose of the organization that is persistent over time.
- Answers the following questions: Why does this organization serve and how are the served? What is the organizational purpose?
- Incorporates features of the organization that highlight its uniqueness and define its purpose.
- Helps define why the organization exits.
- Focuses on satisfying customer needs.
- Take the form of: "Our mission is to provide (what) to (whom) in order to (provide what benefit) while (maintaining what values).

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?

Current Mission Statement	Ideas and Concepts for Future Mission Statement
Lyons Township High School makes meaningful learning and dedicated teaching in a student-centered environment its highest priority. With the help of the entire LTHS community and through comprehensive curriculum and co-curricular programs, we pledge to foster the full intellectual, physical, moral, and aesthetic growth of all students and affirm our century-old motto, *Vita Plena*, the quest for the fulfilling life.	

Activity Six: Core Values

Aligning Beliefs/Values/Collective Commitments to Mission and Vision

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

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

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

Core Values:

- Describe what the organization stands for in the context of its mission and vision.
- Guiding principles, defining the code of conduct and behavior that is expected of all employees.
- Provide ethical guidelines for decision-making and daily conduct.
- Are aligned with organization vision, mission and culture.
- Should be described in vivid behavioral terms.
- Are represented in a phrase but not a sentence or paragraph.
- Should not include more than 5-7 so they can be memorable.
- Supports mission and vision.

Criteria for evaluating a core value or belief:

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

Current Core Values/Beliefs	Ideas and Concepts for Future Core Values/Beliefs
Lyons Township High School remains committed to building a **community** based on a foundation of **equity and inclusion** where all students are treated with **respect and dignity** and know they belong. As an institution that fosters the **physical, social, and emotional well-being** of its students, we pledge to continue to promote practices, systems, and processes that **advance equity, access, and inclusivity.** We understand the impact all of our decisions have on our students, their families, and our community. **Decisions will be made to advance success, promote growth, and support social emotional health of all LT students. Improving academic achievement and promoting student engagement** in all LT has to offer remain top District priorities. We will continue to **partner with associate school districts, colleges, community agencies,** and others to **continually enhance student opportunities, improve student preparedness, and provide positive learning environments** for all students at Lyons Township High School. ○ **We treat each other with dignity and respect.** ○ **We keep our school neat and clean.** ○ **We solve problems creatively by stopping, then thinking, and then discussing our actions.** ○ **We fit our language and actions to our audience and environment.** ○ **We are responsible and accountable for our actions**	

Putting it ALL Together

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

Next Steps/ Preview of Setting Direction Retreat

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

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

SETTING DIRECTION RETREAT. April 21. 8:00-3:00