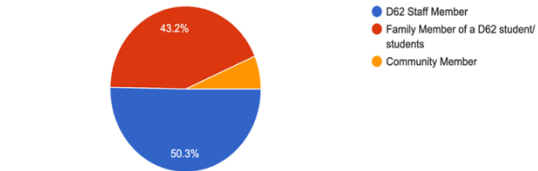
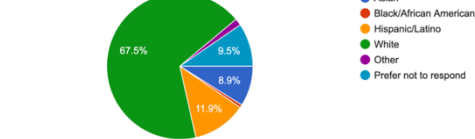


CCSD 62 Team Final Recommendation

CCSD 62 Team Final Recommendation																								
Stakeholder Survey Results	Feedback and Survey Themes	Final Team Recommendation																						
Participation																								
<p>Participation: Total: 477</p> <p>Teachers/Staff 233 49%</p> <p>Family 214 45%</p> <p>Community 30. 6%</p>	<p>What is your role in District 62? 461 responses</p>  <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Role in District 62</caption> <tr><th>Role</th><th>Percentage</th></tr> <tr><td>D62 Staff Member</td><td>50.3%</td></tr> <tr><td>Family Member of a D62 student/students</td><td>43.2%</td></tr> <tr><td>Community Member</td><td>8.9%</td></tr> </table>	Role	Percentage	D62 Staff Member	50.3%	Family Member of a D62 student/students	43.2%	Community Member	8.9%	<p>What is your race/ethnicity? 461 responses</p>  <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Race/Ethnicity</caption> <tr><th>Race/Ethnicity</th><th>Percentage</th></tr> <tr><td>White</td><td>67.5%</td></tr> <tr><td>Black/African American</td><td>11.9%</td></tr> <tr><td>Asian</td><td>8.9%</td></tr> <tr><td>Hispanic/Latino</td><td>9.5%</td></tr> <tr><td>Other</td><td>2.1%</td></tr> <tr><td>Prefer not to respond</td><td>8.8%</td></tr> </table>	Race/Ethnicity	Percentage	White	67.5%	Black/African American	11.9%	Asian	8.9%	Hispanic/Latino	9.5%	Other	2.1%	Prefer not to respond	8.8%
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Overall Support																								
<p>Overall Percent Supporting</p> <p>Yes: 89% T 90% F 77% C</p> <p>No: 1% T 1% F 3% C</p> <p>Unsure: 10% T. 9% F 20% 6</p> <p>We strive for 80%. Support is overwhelming.</p>	<ul style="list-style-type: none"> Are we sure the strategic plan describes the future and not the present? Is it inspiring, challenging, and bold enough? Is it specific, relevant, and does it set direction? Is it simple, significant, and understandable? Is it different than what most district plans look and sound like? 	<p><i>Make your changes on this document in this column. Add, subtract, combine, or refine each proposed change. For Mission, Motto, and Vision select your best choice 1 or 2, revise choice 1 or 2, or write your own choice 3.</i></p> <p><i>This will be the final opportunity to provide input into the recommendation.</i></p>																						

Mission		
Results	Survey Content	Final Recommendation
<p>Percent Supporting Mission 1: 65% T 62% F. 57% C 2: 33% T 35% F 40% C Neither 2% T 4%F 3% C Comments: Dislike foster. Encourage curiosity and critical thinking. Provide robust academics. Continuous improvement to become lifelong learners. A little long- could it be shortened. Remove nurture their talents. Remove inclusive. Both good, two are similar.</p>	<p>District mission sets forth a fundamental purpose for existing.</p> <p><i>Mission 1: Foster an inclusive, innovative learning environment that inspires students to explore their potential, nurture their talents, and become compassionate lifelong learners.</i></p> <p><i>Mission 2: Empower learners on a journey of engaged learning, curiosity, innovation, inclusion, and continuous improvement.</i></p> <ul style="list-style-type: none"> ● Is it our fundamental purpose? ● Does it tell a story, in a few words that defines why the organization exists? ● Is it energizing and compelling? ● Is it too wordy? 	<p>Proposed Final Mission: Make it better!</p> <p><i>Cultivate an inclusive, innovative learning environment that inspires students to explore robust academics, advance their potential, and become compassionate lifelong learners.</i></p>

	<ul style="list-style-type: none"> • Is there sufficient rigor? Challenge? • Is it something new? 	
Motto		
Results	Survey Content	Final Recommendation
<p>Percent Supporting Motto 1: 54% T 52% F. 40% C 2: 43% T 43% F5. 0% C Neither: 3% T 5% F. 10% C Comments: Why do we need one? 2 is too generic. Dream, believe, act, achieve. Other I words? Both clunky Replace compassion with lifelong learning</p>	<p>The district motto is a short expression of a guiding principle.</p> <p><i>Motto 1: Ignite curiosity, instill compassion, Inspire courage.</i></p> <p><i>Motto 2: Dream, Believe, Achieve.</i></p> <ul style="list-style-type: none"> • Is the motto memorable? • Is the motto inspiring? 	<p>Proposed Final Motto: Make it better!</p> <p><i>Ignite curiosity, instill compassion, Inspire courage.</i></p>
Vision		
Results	Survey Content	Final Recommendation
<p>Percent Supporting Vision 1: 27% T 30% F 23% C 2: 71% T. 67% F. 70% C Neither: 2% T. 3% F. 7% C Comments:</p>	<p>Vision helps us step outside the constraints of the present and reimagine the possibilities of the future.</p>	<p>Proposed Final Vision: Make it better!</p>

Vision 1 sounds more like a mission.

Too wordy

Delete remove barriers.

Vision 1: Remove barriers, provide opportunities, and ensure student success for high school, college, career, and life.

Vision 2: Prepare resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive as a global citizen.

- Is it what we hope to achieve if we fulfill our mission?
- Is it a bold leap into the future?
- Do the bullet points highlight expectations?
- Is it written in the present tense?
- Is it summarized with a powerful phrase?
- Does it describe an outcome, the best outcome we can achieve?
- Does it evoke emotion?
- Does it build a picture, the same picture in people' minds?

Prepare resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive as a global citizen.

Learner Portrait		
Results	Survey Content	Final Recommendation
<p>Percent Supporting Learner Portrait Yes: 96% T. 93% F. 83% C No: 4% T. 7% F. 17% C Comments: Strong support as is. Growth mindset and Time management worker Replace scholar. Lots of buzz words in a blender Missing empathy and inclusion Be fully competent in reading, writing, mathematics, and the sciences. Socially skilled not social skilled</p>	<p>The Learner Portrait describes the knowledge, skills, dispositions, and mindsets that students need to thrive in life and career.</p> <p>Learners possess the knowledge, skills, dispositions, and mindsets that they need to thrive in high school and beyond.</p> <ul style="list-style-type: none"> ● Creative & Critical Scholar ● Collaborative Communicator ● Problem Solving Innovator ● Dependable & Reliable Friend ● Flexible and Agile Thinker ● Healthy & Well Being Advocate ● Social Skilled, Responsible and Accountable Citizen <ul style="list-style-type: none"> ● Is there enough challenge? Rigor? ● Do the attributes apply to all students in the system? 	<p>Proposed Final Learner Portrait: Make it better!</p> <p>Learners possess the knowledge, skills, and mindsets that they need to thrive in high school and beyond.</p> <ul style="list-style-type: none"> ● Creative & Critical Scholar ● Collaborative Communicator ● Problem Solving Innovator ● Dependable & Reliable Friend ● Flexible and Agile Thinker ● Healthy & Well Being Advocate ● Socially Skilled, Responsible and Accountable Citizen

	<ul style="list-style-type: none"> • Do the attributes identify the essential qualities we want all graduates to possess? • Are there too many? • Can we eliminate any? • Are they clustered together in the best way? 	
Educator Portrait		
Results	Survey Content	Final Recommendation
<p>Percent Supporting Educator Portrait Yes: 98% T. 94% F. 93% C No: 2% T. 6% F. 7% C Comments: Strong support as stated. Student advocate Resilient to change and improvement. Lifelong learner is covered in continuous improvement champion. Diversity/inclusivity/ belonging is missing.</p>	<p>The Educator Portrait articulates the qualities that the adults working in the district will exhibit to promote each learner’s journey toward realizing the Learner Portrait.</p> <p>Educators continuously develop these attributes to assist learners grow and be successful.</p> <ul style="list-style-type: none"> • Knowledgeable, Innovative & Skillful Instructor • Student-Centered Lifelong Learner • Collaborative Communicator 	<p>Proposed Final Educator Portrait: Make it better!</p> <p>Educators continuously develop these attributes to assist learners grow and be successful.</p> <ul style="list-style-type: none"> • Knowledgeable, Innovative & Skillful Instructor • Student-Centered Lifelong Learner • Collaborative Communicator

Some of qualities do not always tie together.

Educating and partnering with parent/caregivers.

- **Trusting & Respectful Colleague/Team Member**
- **Continuous Improvement Champion**
- **Decision-making Problem Solver**
- **Empathetic & Perseverant Advocate**

- Do the attributes apply to all adults in the system, not just teachers?
- Do the attributes contribute to the culture we hope to create?
- If the adults in the system model and carry out these attributes, will they be successful in providing a support system to create the attributes in the Portrait of a Learner?
- Do these elements identify what must be practiced consistently system-wide, from individual school sites to central office departments to collectively reach all goals over the course of the vision timeline?

- **Trusting & Respectful Colleague/Team Member**
- **Continuous Improvement Promoter**
- **Decision-making Problem Solver**
- **Empathetic & Perseverant Advocate**

	<ul style="list-style-type: none"> • Do the system conditions lead the district in producing better options and outcomes for students, families, and the community.? 	
System Portrait		
Results	Survey Content	Final Recommendation
<p>Percent Supporting System Portrait Yes: 95% T. 96% F. 93% C No: 5% T. 4% F. 7% C Comments: Strong support as stated. Effectiveness with Efficiencies We do not have consistent practices, policies, and procedures. Need a focus on data analysis for growth and improvement. Less micromanagement Edit for parallel structure. Commitment to inclusive environments Meaningful expectations and standards</p>	<p>The System Portrait focuses on creating the conditions that will enable the students and adults in the district to thrive and grow.</p> <p>The district commits to support employees by ensuring:</p> <ul style="list-style-type: none"> • Clear Purpose & Direction • Unity: Sense of Belonging & Community • High Expectations and Standards • Trusting & Respectful Relationships with Students, Families, & Staff • Communication & Collaboration • Health, Safety, & Well-being of Students, Families, & Staff 	<p>Proposed Final System Portrait: Make it better!</p> <p>The district commits to support employees by ensuring:</p> <ul style="list-style-type: none"> • Clear Purpose & Direction • Sense of Belonging, Inclusivity, & Community • Meaningful and Rigorous Expectations and Standards • Trusting & Respectful Relationships with Students, Families, & Staff • Effective Two-Way Communication & Collaboration • Health, Safety, & Well-being of Students, Families, & Staff

<p>Sense of Belonging and community (eliminate Unity)</p>	<ul style="list-style-type: none"> • Consistent Practices, Policies, and Procedures 	<ul style="list-style-type: none"> • Consistent Practices, Policies, and Procedures
<p>Core Values</p>		
<p>Results</p>	<p>Survey Content</p>	<p>Final Recommendation</p>
<p>Percent Supporting Core Values Yes: 98% T. 93% F. 83% C No: 2% T. 7% F. 17% C Comments: Strong support as stated. Need to work on accountability and continuous improvement. Respectful communication and collaboration Add accessibility to diversity, equity, and Inclusion. Some objections to DEI</p>	<p>Core Values guide behaviors and actions and identify beliefs that should not be compromised. They reflect the culture and climate of the organization and the communities it represents.</p> <p>Core Values: Guide our Behaviors and Actions</p> <ul style="list-style-type: none"> • Empathy & Trusting Relationships • Safety & Well-being • Diversity, Equity & Inclusion • Curiosity & Innovation • Continuous Improvement & Accountability • Collaboration & Communication 	<p>Proposed Final Core Values: Make it better!</p> <p>Core Values: Guide our Behaviors and Actions</p> <ul style="list-style-type: none"> • Safety & Well-being • Empathy & Trusting Relationships • Diversity, Equity, Inclusion, & Accessibility • Curiosity & Innovation • Continuous Improvement & Accountability

	<ul style="list-style-type: none"> • Do the Core Values express the principles that guide the school district's actions in realizing its vision? • Are they Core? • If paired, do they connect and go well together? • Are they in a good order? • Are they nonnegotiable? • Are we willing to hold one another accountable for each value? • Do the Core Values express the principles that guide the school district's actions in realizing its vision? 	<ul style="list-style-type: none"> • Collaboration & Communication
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Goal One

Results	Survey Content	Final Recommendation
<p>Percent supporting Goal One and Aligned Strategies Yes: 96% T. 96% F. 90% C No: 4% T. 4% F. 10% C Comments: Strong support as stated.</p>	<p>GOAL ONE: Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.</p>	<p>Proposed Final Goal One and Aligned Strategies: Make it better!</p>

<p>More than a test score Emphasis on growth and improvement More equity across groups and less emphasis on external comparisons Provide enrichment for all. Not sure what competency-based looks like. "Provide meaningful PD to staff on research-based best practices that lead to student growth and achievement. School programs are capped at our school and students are missing out on opportunities because schools must do a lottery for these programs. Involve the parent/caregiver and stress the importance of the collaboration between school and home.</p>	<p><i>Strategy 1: Provide a competency-based educational program at all grade levels to ensure student performance in English language arts, mathematics, and science is above state averages, compares well with benchmark districts, and is higher than pre-pandemic times.</i></p> <p><i>Strategy 2: Expand and enrich student learning choices and opportunities among early learning (preschool and Kindergarten) and middle school programs and services (6-8).</i></p> <p><i>Strategy 3: Provide meaningful professional learning opportunities to staff to increase student ownership, engagement, curiosity, innovation, and project-based competency-based instructional experiences.</i></p>	<p>GOAL ONE: Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.</p> <p><i>Strategy 1: Provide a standards-based educational program at all grade levels to ensure student performance in English language arts, mathematics, and the sciences is above state averages, compares well with benchmark districts, and is higher than pre-pandemic times.</i></p> <p><i>Strategy 2: Expand and enrich student learning choices and opportunities PK-8.</i></p> <p><i>Strategy 3: Provide meaningful professional learning opportunities to staff to increase student ownership, engagement, curiosity, innovation, and project-based instructional experiences.</i></p>
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	<ul style="list-style-type: none"> • Is the goal and goal statement simple, significant, and clear? • Are the strategy statements simple, significant, and clear? • Is there anything missing in the SWOT analysis that aligns with this goal statement that is urgent to be addresses? • Are we using the right action verbs? • Is each strategy specific enough? 	
Goal 2		
Results	Survey Content	Final Recommendation
<p>Percent supporting Goal Two and Aligned Strategies Yes: 98% T. 93% F. 90% C No: 2% T. 7% F. 10% C Comments: Strong support as stated. How effective is MTSS? How do we know? Replace establish with Provide Empowering parents will contribute to student satisfaction</p>	<p>GOAL TWO: Establish a safe, inclusive, and engaging culture of learning that promotes the academic, social, and emotional growth of each student.</p> <p><i>Strategy 4: Provide Multi-Tiered Systems of Support (MTSS) ensuring a continuum of programs and services for academics and social emotional behaviors to close achievement gaps and assist each student grow and achieve.</i></p>	<p>Proposed Final Goal Two and Aligned Strategies: Make it better!</p> <p>GOAL TWO: Nourish a safe, inclusive, and engaging culture of learning that promotes the academic, social, and emotional growth of each student.</p> <p><i>Strategy 4: Provide a student Multi-Tiered Systems of Support (MTSS) ensuring a continuum of</i></p>

and an eagerness to learn and grow.
Establish a safe, inclusive, and engaging culture of learning that promotes the academic, social, and emotional growth of every student. Strategy 4: Provide a student Multi-Tiered Systems of Support (MTSS) ensuring a continuum of programs and services for academics and social-emotional behaviors. Include targeted programs that not only focus on closing achievement gaps but also actively educate all students about the differences among people, including their abilities and disabilities. This approach aims to foster a culture of understanding, empathy, and inclusion, assisting each student, including those with disabilities, to grow and achieve. Strategy 5: Continue to ensure the learning

Strategy 5: Continue to ensure the learning and teaching environments are safe, secure, nurturing, equitable and inclusive.
Strategy 6: Respond to student satisfaction and other needs/concerns by Increasing opportunities for student voice, choice, interests, and leadership.

- Is the goal and goal statement simple, significant, and clear?
- Are the strategy statements simple, significant, and clear?
- Is there anything missing in the SWOT analysis that aligns with this goal statement that is urgent to be addresses?
- Are we using the right action verbs?
- Is each strategy specific enough?

programs and services for academics and social emotional behaviors to close achievement gaps and assist each student grow and achieve their full potential.

Strategy 5: Ensure the learning and teaching environments are safe, secure, nurturing, equitable and inclusive recognizing and accommodating the diverse needs of all students.

Strategy 6: Enhance opportunities for student voice, choice, interests, satisfaction, and leadership.

<p>and teaching environments are safe, secure, nurturing, equitable, and inclusive, recognizing and accommodating the diverse needs of all students. Strategy 6: Enhance opportunities for the voice, choice, interests, and leadership of every student, ensuring that responses to student satisfaction and other needs/concerns are inclusive and tailored to meet the diverse needs of all students.</p>		
Goal 3		
Results	Survey Content	Final Recommendation
<p>Percent supporting Goal Three and Aligned Strategies Yes: 98% T. 96% F. 97% C No: 2% T. 4% F. 3% C Comments: Strong Support as stated. Shorten Strategy 7 as it sounds like everything but the kitchen sink.</p>	<p>GOAL THREE: Invest in our workforce to ensure innovation, collaboration, communication, passion, responsibility, and accountability. <i>Strategy 7: Foster a happier, healthier, and more engaged and productive workforce by responding to certified and support staff satisfaction and</i></p>	<p>Proposed Final Goal Three and Aligned Strategies: Make it better! GOAL THREE: Invest in our diverse workforce to ensure innovation, collaboration, communication,</p>

<p>Missing key detail of how current staff will continue to learn and challenge their own philosophies and practices to grow as an educator and bring fresh innovation to tenured classrooms. Goal Three: Invest in our diverse workforce to ensure innovation, collaboration, communication, passion, responsibility, and accountability, with a strong commitment to gender equity and an accessible approach. Strategy 7: Foster a happier, healthier, and more engaged and productive workforce by proactively addressing the satisfaction and other needs/concerns of certified and support staff. Cultivate an accessible and family-friendly culture that supports the implementation of the strategic plan. Ensure equitable opportunities for engagement and growth for all employees,</p>	<p><i>other needs/concerns and developing a culture of support for the implementation of the strategic plan.</i></p> <p><i>Strategy 8: In recruitment and hiring decisions, prepare for staffing shortages, state certification barriers, and staff demographics.</i></p> <p><i>Strategy 9: Provide a Systems of Support for staff ensuring a continuum of programs and services for differentiated instruction, team collaboration, and student ownership of their learning.</i></p> <ul style="list-style-type: none"> ● Is the goal and goal statement simple, significant, and clear? ● Are the strategy statements simple, significant, and clear? ● Is there anything missing in the SWOT analysis that aligns with this goal statement that is urgent to be addresses? ● Are we using the right action verbs? 	<p>passion, responsibility, and accountability.</p> <p><i>Strategy 7: Foster a happier, healthier, and more engaged and productive workforce by proactively addressing the satisfaction and other needs/concerns of certified and support staff and by cultivating a culture that supports and commits to the implementation of the strategic plan.</i></p> <p><i>Strategy 8: In recruitment and hiring decisions, prepare for staffing shortages, state certification barriers, and staff demographics.</i></p> <p><i>Strategy 9: Provide a staff Systems of Support to ensure a continuum of accessible programs and services for differentiated instruction, team collaboration, and student ownership of their learning.</i></p>
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including women and caregivers, acknowledging the diverse roles they play both at work and at home. Strive for district staff to reflect the cultural diversity of the community, promoting a workplace that values and respects different backgrounds. Strategy 8: In recruitment and hiring decisions, proactively address staffing shortages, state certification barriers, and staff demographics with a gender-sensitive and accessible lens. Prioritize diversity and inclusivity, making deliberate efforts to include women and caregivers, recognizing their vital roles in the community. Aim for a staff composition that reflects the cultural richness of the community, fostering an environment that respects and appreciates diverse cultures. Strategy 9: Provide a Systems of

- Is each strategy specific enough?

<p>Support for staff, ensuring a continuum of accessible programs and services for differentiated instruction, team collaboration, and student ownership of their learning. Address the specific needs and accommodations required by staff members, particularly women and caregivers, fostering a supportive environment where everyone can contribute effectively both professionally and personally. Strive for an inclusive and culturally respectful atmosphere within the district, acknowledging and embracing the diversity of cultures represented in the community.</p>		
Goal Four		
Results	Survey Content	Final Recommendation
<p>Percent supporting Goal Four and Aligned Strategies Yes: 98% T. 96% F. 100% C</p>	<p>GOAL FOUR: Cultivate partnerships with families and the community to</p>	<p>Proposed Final Goal Four and Aligned Strategies: Make it better!</p>

No: 2% T. 4% F. 0% C

Comments

Strong support for as stated.

Comments:

We need more parent involvement within the schools and at home.

Provide new tools, strategies and opportunities for . . .

Foster a healthy partnership between district 62 and District 207.

All students instead of each student.

Include accessible somewhere in this goal.

Goal Four: Cultivate partnerships with families and the community to support and expand inclusive learning opportunities for every student, ensuring diversity in linguistic and cultural backgrounds, as well as addressing the needs of individuals with varying abilities.

Strategy 10: Provide new tools and

support and expand learning opportunities for each student.

Strategy 10: Provide new tools and strategies for family belonging, communication, collaboration, satisfaction, and education.

Strategy 11: Ensure a healthy partnership between District 62 and District 207.

Strategy 12: Ensure a healthy partnership between District 62 and the community to further student and staff learning and provide both career and workplace resources and experiences.

- Is the goal and goal statement simple, significant, and clear?
- Are the strategy statements simple, significant, and clear?

GOAL FOUR: Cultivate partnerships with families and the community to support and expand inclusive learning opportunities for each student.

Strategy 10: Provide new tools and strategies for family belonging, communication, collaboration, satisfaction, and education.

Strategy 11: Ensure a healthy partnership between District 62 and District 207.

Strategy 12: Ensure a healthy partnership between District 62 and the community to further student and staff learning and provide both career and workplace resources and experiences.

<p>strategies for family belonging, communication, collaboration, satisfaction, and education.</p> <p>Strategy 11: Ensure a healthy partnership between District 62 and District 207, fostering collaboration and recognizing the diverse needs of students and families. Strategy 12: Ensure a healthy partnership between District 62 and the community to further student and staff learning. Provide both career and workplace resources and experiences that are inclusive and accessible, promoting an environment where everyone can benefit from these opportunities.</p>	<ul style="list-style-type: none"> ● Is there anything missing in the SWOT analysis that aligns with this goal statement that is urgent to be addresses? ● Are we using the right action verbs? ● Is each strategy specific enough? 	
Goal Five		
Results	Survey Content	Final Recommendation
<p>Percent supporting Goal Five and Aligned Strategies</p> <p>Yes: 97% T. 95% F. 90% C</p> <p>No: 3% T. 5% F. 10% C</p> <p>Comments:</p>	<p>GOAL FIVE: Make effective and efficient use of resources to maximize educational success for each student, every school, and the district.</p>	<p>Proposed Final Goal Five and Aligned Strategies:</p> <p>Make it better!</p>

e-learning days this winter and it was the biggest waste of time with almost zero instruction or meaningful, worthwhile work happening.
Provide more world language learning opportunities for students.
Use improve instead of address in Strategy 12.
Redistricting is a must.- given equal opportunities for their education. Not enough classrooms in certain schools vs available classrooms in other schools.
Maintain adequate finances for current and future needs.
See how the space and class size inconsistencies will be addressed at North School.
Perhaps Enhance the effective use of technology as a tool to further teaching and learning.

Strategy 13: Address space and class size inconsistencies across the district, while ensuring facilities are safe, clean, well-maintained, and optimal for effective teaching and learning.

Strategy 14: Equitably allocate resources to meet the needs of all students, families, and staff while maintaining a strong history of financial management.

Strategy 15: Enhance the use of technology as a tool to further teaching and learning.

- Is the goal and goal statement simple, significant, and clear?
- Are the strategy statements simple, significant, and clear?
- Is there anything missing in the SWOT analysis that aligns with this

GOAL FIVE: Make effective and efficient use of resources to maximize educational success for each student, every school, and the district.

Strategy 13: Address space and class size inconsistencies across the district, while ensuring facilities are safe, clean, well-maintained, and optimal for effective teaching and learning.

Strategy 14: Equitably allocate resources to meet the needs of all students, families, and staff while providing adequate resources for current and future needs to ensure a quality education for all students.

Strategy 15: Enhance the effective use of technology as a

<p>I feel that children spend too much time on technology and that there should be a balance of technology and hands on learning.</p>	<p>goal statement that is urgent to be addresses?</p> <ul style="list-style-type: none">• Are we using the right action verbs?• Is each strategy specific enough?	<p><i>tool to further teaching and learning.</i></p>
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