





Strategic Planning Vision Retreat

Welcome and Introductions

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





Communication

Collaboration

Grace

Carbondale High School
District 165
Strategic Plan Logo





FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars Guiding Question

VISION

GOALS

VALUES

MISSION What is our fundamental purpose; why do we exist?

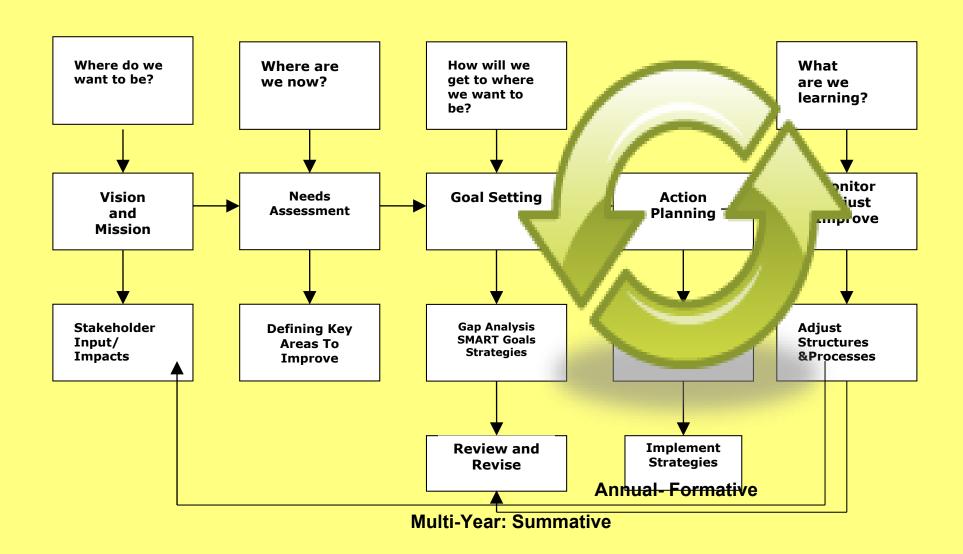
Wilde is our juitaumental purpose, why do we exist.

How will we know if we are making a difference?

What must we become in order to accomplish our fundamental purpose?

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

· Whore are we

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, and targets (KPIs)





It is good to have an end to journey toward;

but it is the journey that matters in the end.

Ursula K. LeGuin 1999

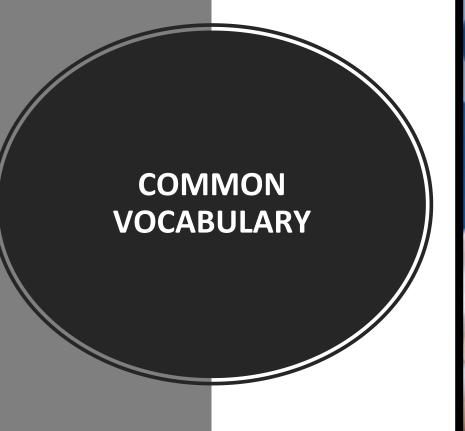
CONTINUOUS IMPROVEMENT

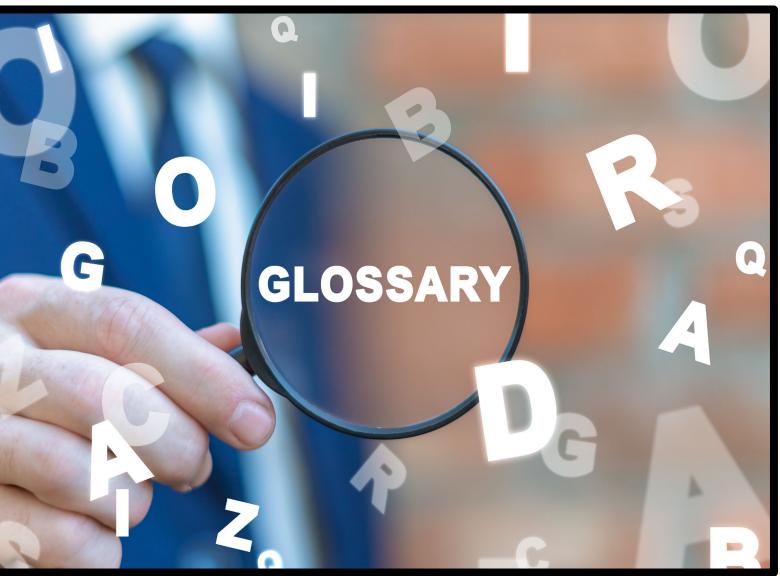
"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."

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











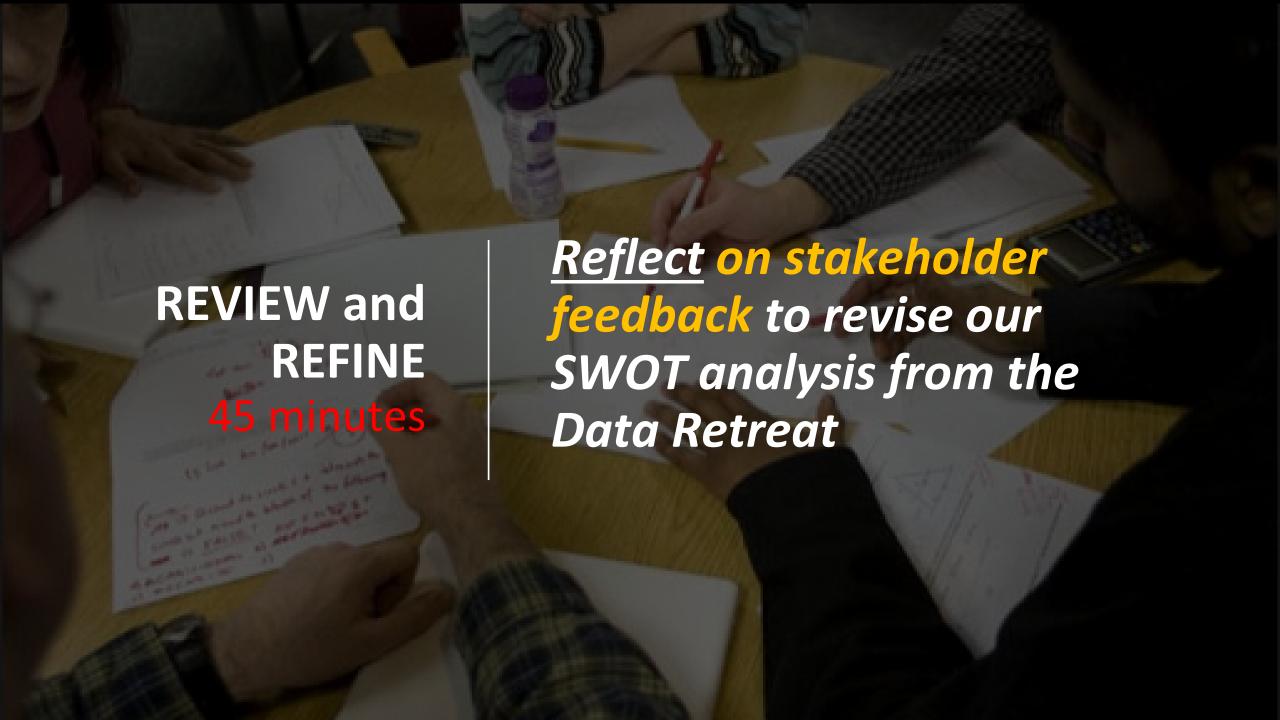
VISION RETREAT OUTCOMES

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

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



from now than we are today?



SWOT ANALYSIS

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



SWOT ANALYSIS EXAMPLE

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?

- Graduation Rate
- Clarity and Variety in Academic and Course Offerings/Program Coherence
- Extracurricular Activities, Athletics, Clubs, & Offerings
- Financial Stability and Stewardship
- State Highest Recognition for Finance Management
- Diversity, Inclusion, Equity, Continuous Improvement
- Teacher-Student Trust
- Teacher Retention, Advanced Degrees and Talented Staff
- 1:1 Technology
- Belief in Continuous Improvement, Diversity, Inclusion and Equity

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.

- Reimagine Student Academic Interventions in mathematics and English
- Reimagine Student Behavior Interventions and Consequences
- · Recruitment and Hiring of a more diverse staff
- Communication, Collaboration, Alignment with Feeder Districts
- Collaboration with SIU and JALC
- Expansion of Career Education and CTE options
- Use of space, building upgrade plans
- Professional Learning leading to innovation, project based, real world relevance and high quality of student discussion
- Expand learning opportunities for students, staff and families beyond the day and year
- Increase in inquiry-based 3-year science instruction for graduation

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?

- Student Achievement Gaps- Low Income and Black vs Others
- Math Instruction
- Demographic Disparity Among English and Math Tracks with Rigor
- Demographic Disparity Among Behavioral Referrals, In-School Suspensions, Tardies
- Chronic Absenteeism
- Schedule Flexibility- 6 period day, block schedules, opportunities to take electives, etc.
- Student Perception of Importance of High School
- Community and Family Involvement and Partnerships
- Student Perception of Family Supportiveness

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?

- False Perceptions of CCHS
- Increases in Low Income and Mobility Within Student Population
- Equalized Assessed Valuation decreasing and tax rate increasing
- Business Development and Residential Attraction
- Covid Slide and Recovery
- Teacher Shortage, Substitute Shortage
- State and National Funding and Stability/Political Climate

Review Activity Directions 45 min

Examine stakeholder feedback reports:



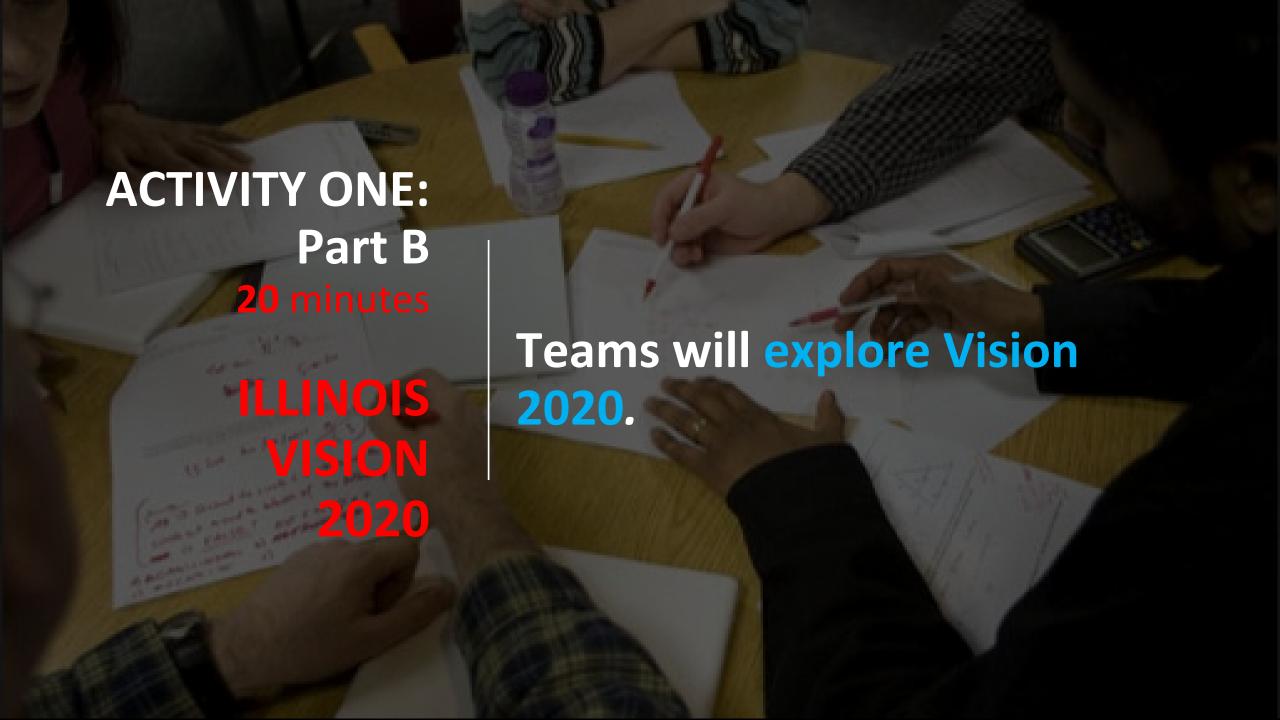
- Understand the process used to gather feedback from stakeholders
- Understand how the feedback report was constructed
- Look for themes
- Add to the previous SWOT
- Prioritize Top Ten

Strengths AND Opportunities
Weaknesses AND Threats



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 decisionmaking.
- 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.





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

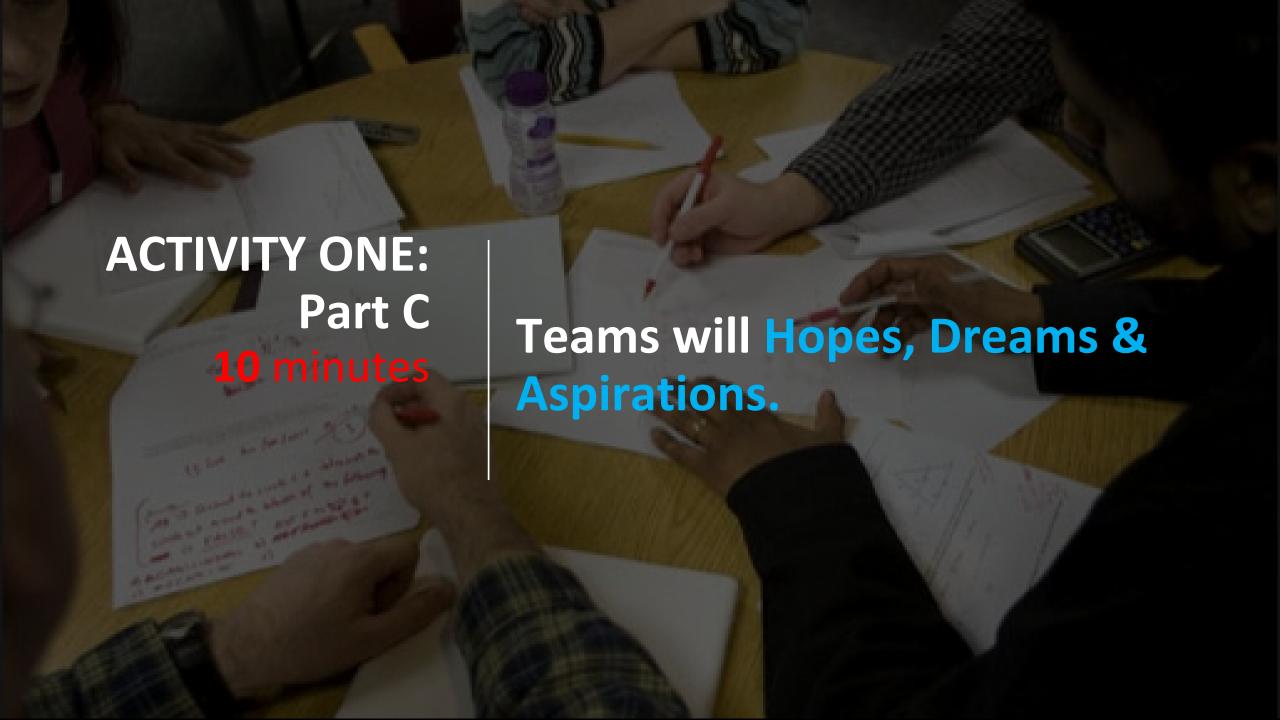
All students in Illinois are entitled to a quality education. It is our duty to ensure our students have access to all necessary resources by improving equity in the funding model, appropriating adequate dollars for education, and allowing local school districts the autonomy needed to increase efficiency.



Core Values

Vision 2020 is based on the following Core Values

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





Characteristics, IL Vision 2020, and Hopes, Dreams and Aspiration ideas that lead to Visionary Out-of-the box thinking











From

Boring

Traditional

Memorization

Book Driven

Traditional

Test driven

To

Real Life

Innovative

Application

Multi source Driven

Real Life

Interest Driven

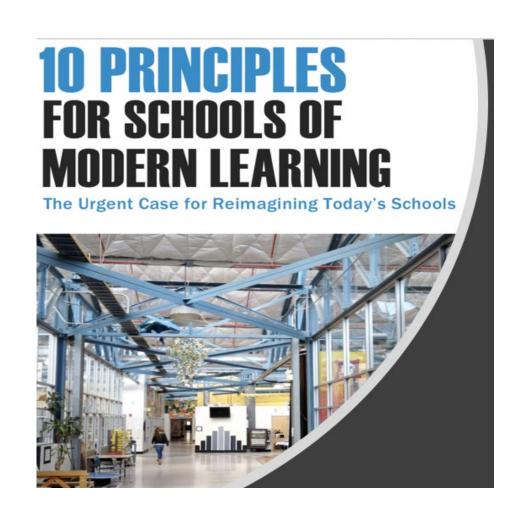
INVESTIGATE a Preferred Future

Gain a deep understanding of the **three articles** chosen by the District's Core/Edit Team and

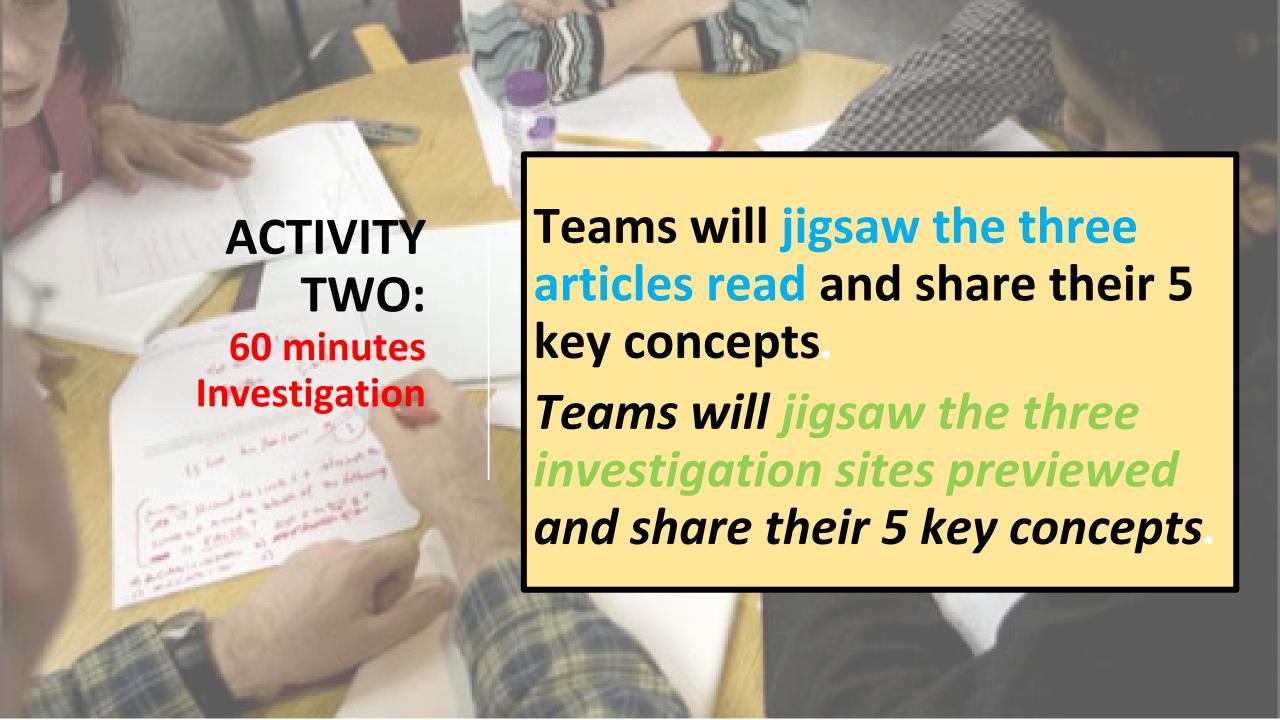
Electronically learn about three schools/districts who are inventing a modern approach to teaching and learning. Discover how their approach is similar or different to our current approach.



Homework Investigations Articles School Sites







Homework **Articles**

10 PRINCIPLES FOR SCHOOLS OF **MODERN LEARNING**

The Urgent Case for Reimagining Today's School





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



FORGING C THE FUTURE OF LEARNING THE KIDS HAVE A LOT TO SAY

Homework Investigations A

PURDUE UNIVERSITY

Payte C High School

Fature

В



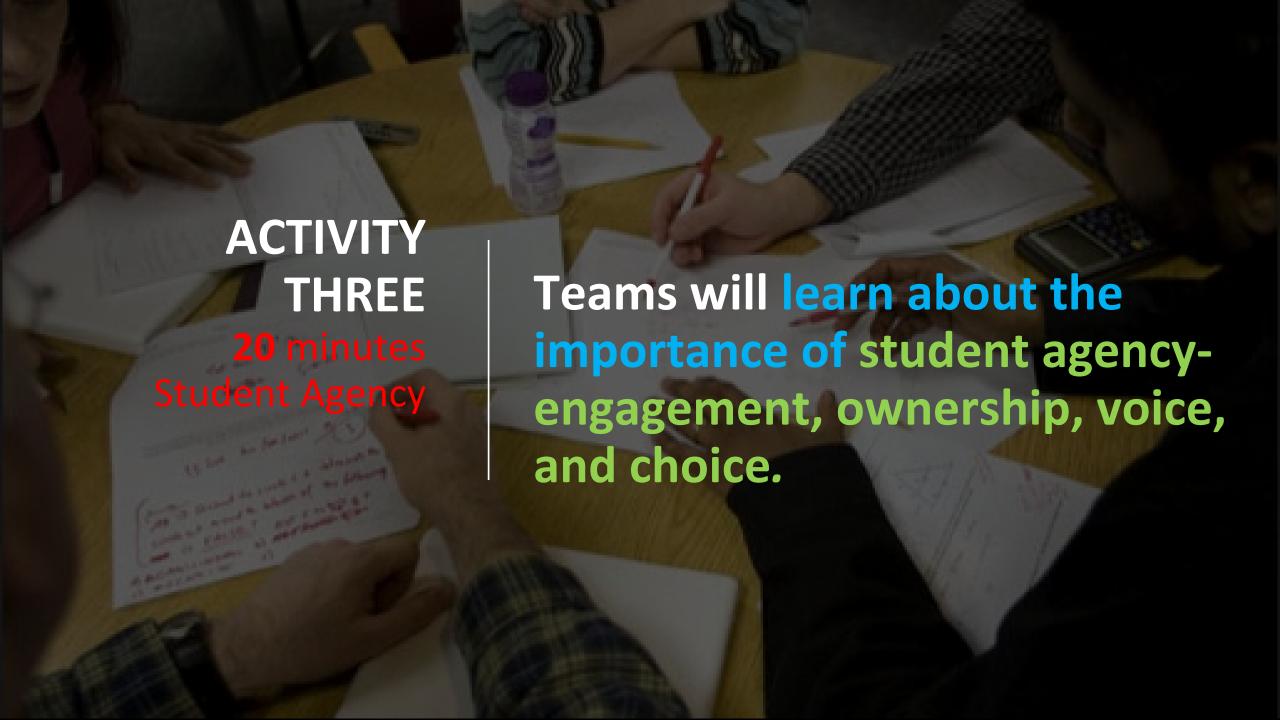




What might help us better define what we want to become?

Article Key Concepts

Site Key Concepts

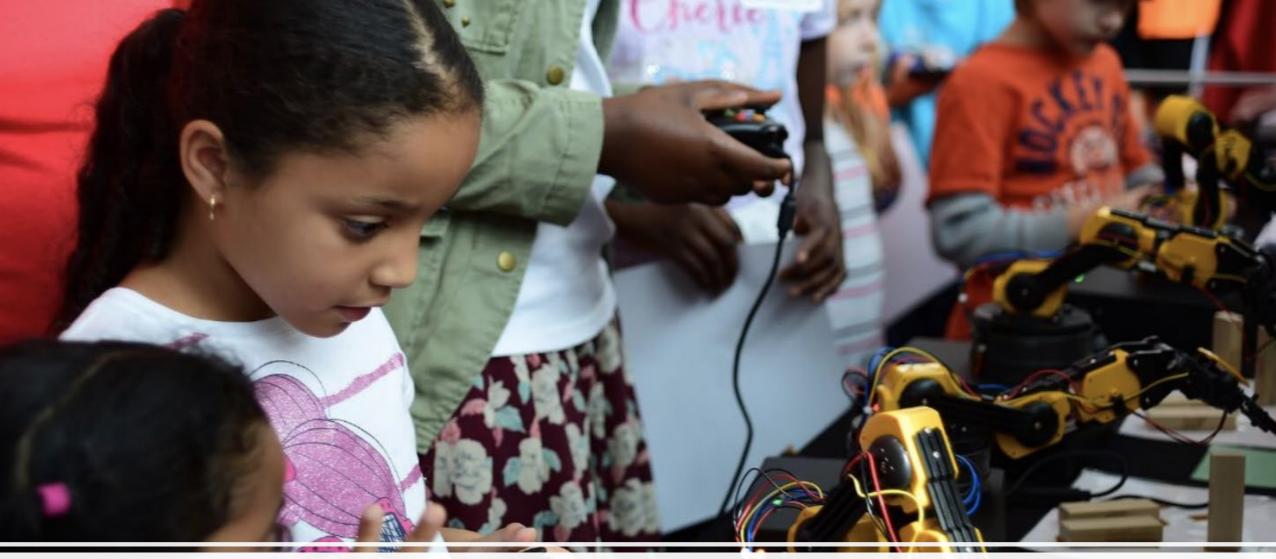




What is the power of student agency?

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?

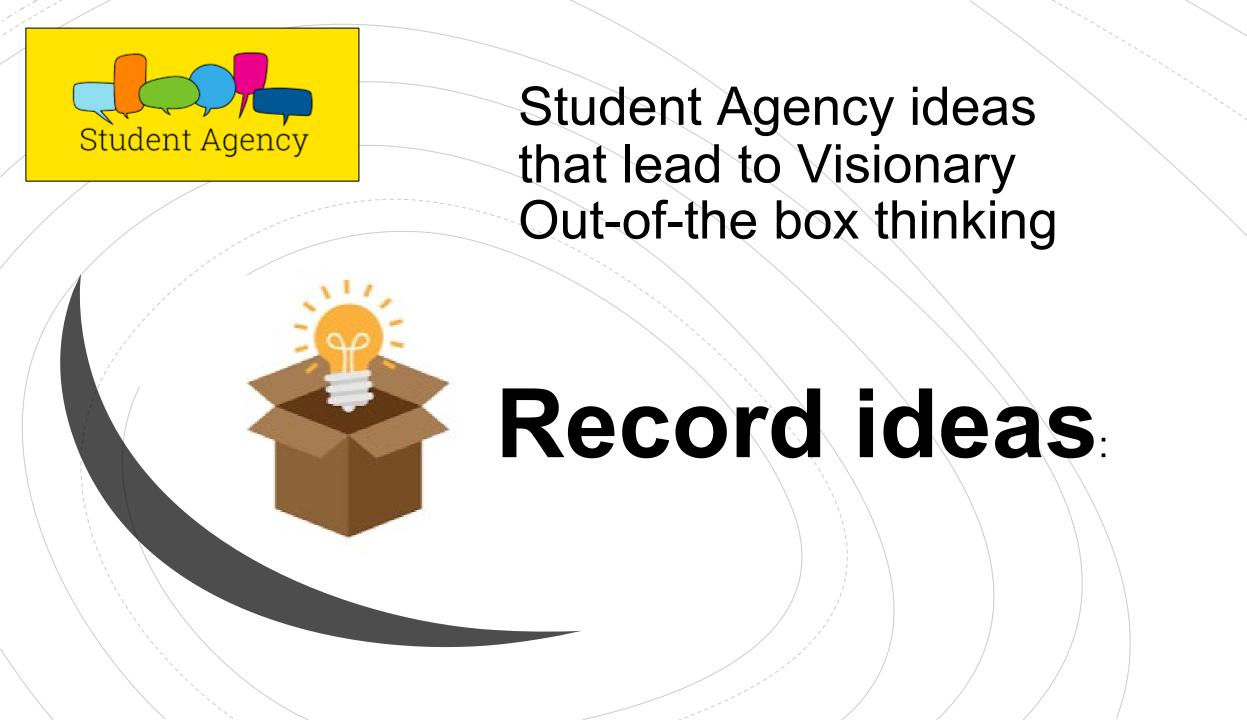
ENGAGEMENT RUBRIC

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

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

Phillip Schlechty, Engaging Students

Handout p. 11







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.



How do we **ACT** on our Preferred Future?





Mission

We inspire success, confidence and hope in each student.

Vision

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- · create places to learn and work where staff and students are happy.
- recognized and fulfilled
- engage all students and staff to achieve the high expectations
- offer all students a range of learning programs to help them discover
- their passions and potential

 be a leader in the use of technology to encourage creative and
- innovative learning
 provide equity of access and opportunity for students and staff to learn, work and succeed
- openly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve

Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working—environments that prepare students to be empathetic citizens of the world

- We care by being compassionate and kind towards all members of our community.
- We are cooperative—committed to working collaboratively and valuing the contributions of others for a common purpose.

 • We value honesty by demonstrating integrity in our words and actions.
- We are truthful and trustworthy.

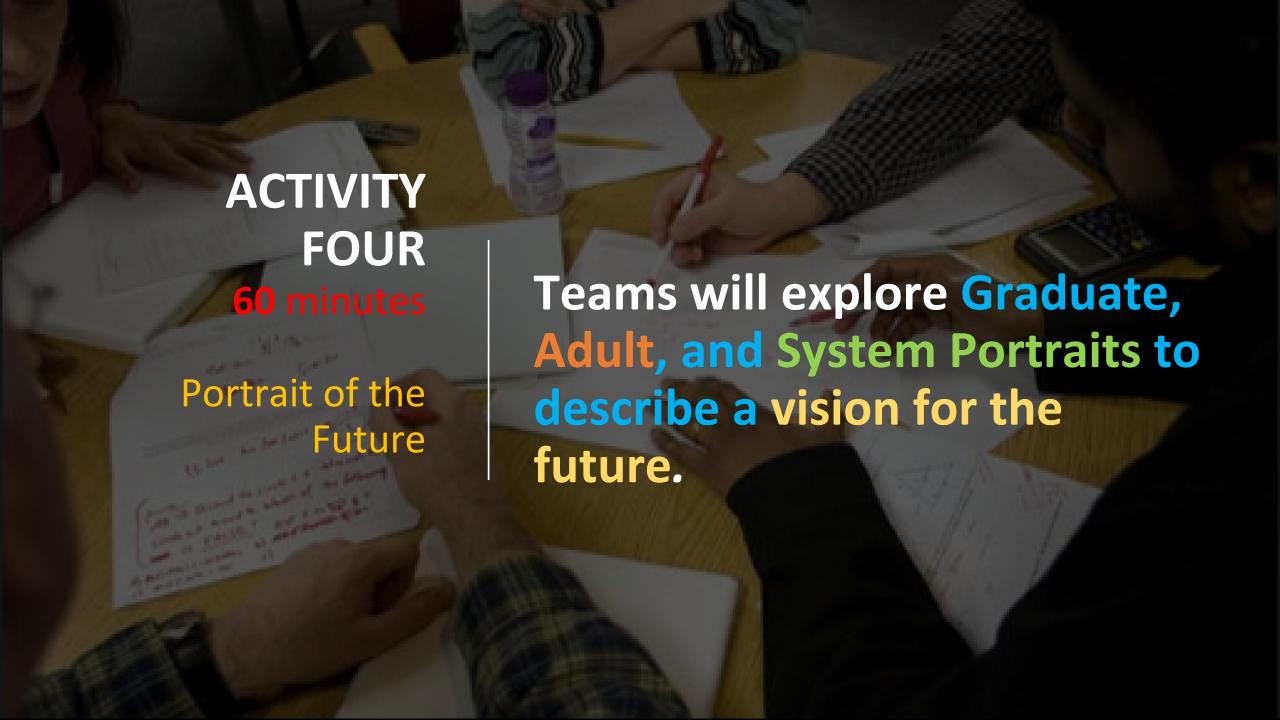
 We respect differences, and treat everyone fairly and equitably—
- we are inclusive.

 By treating others, ourselves and our environment with high regard and value, we are respectful.

 Being accountable and reliable in our actions and commitments
- demonstrates we are responsible

Our Mission. Vision and Values

At the Peel District School Board, everything we do is designed to help all students achieve to the best of their ability. We have the incredible opportunity to inspire a smile in each student. Our collective, daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values. we build positive places for learning and working...together.



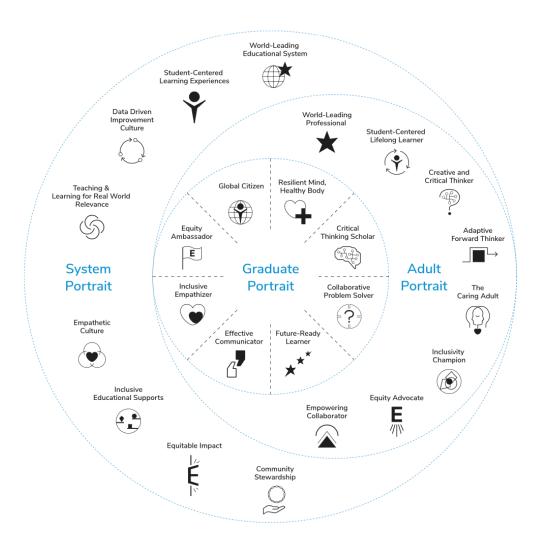


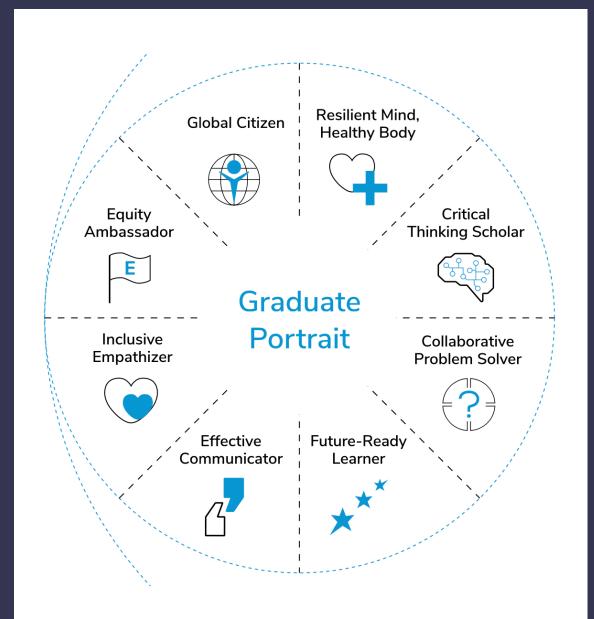
System Graduate Portrait Core Values

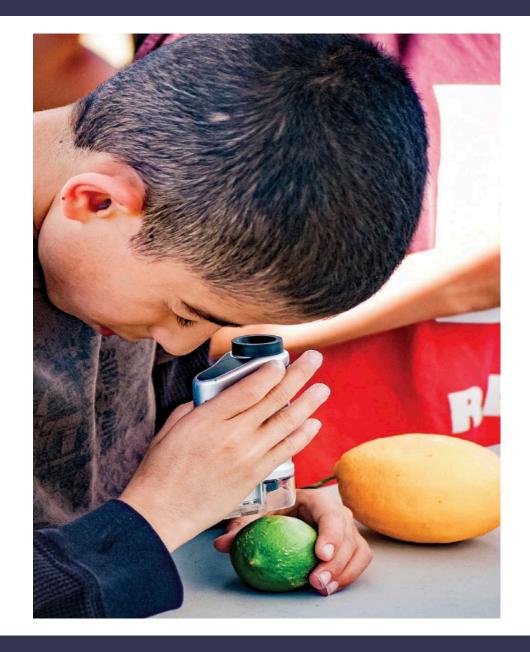
Vision 2030

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









KEY QUESTIONS for a 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 membe take pride in and hope to pass on to their students and children?



Graduate Portrait Outcome Possibilities

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







CHARACTE







- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- · Leadership to turn ideas into action







- 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



 Working independently and synergistically in teams Interpersonal and team-related skills

COLLABORATION

- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Learning from and contributing to the learning of others

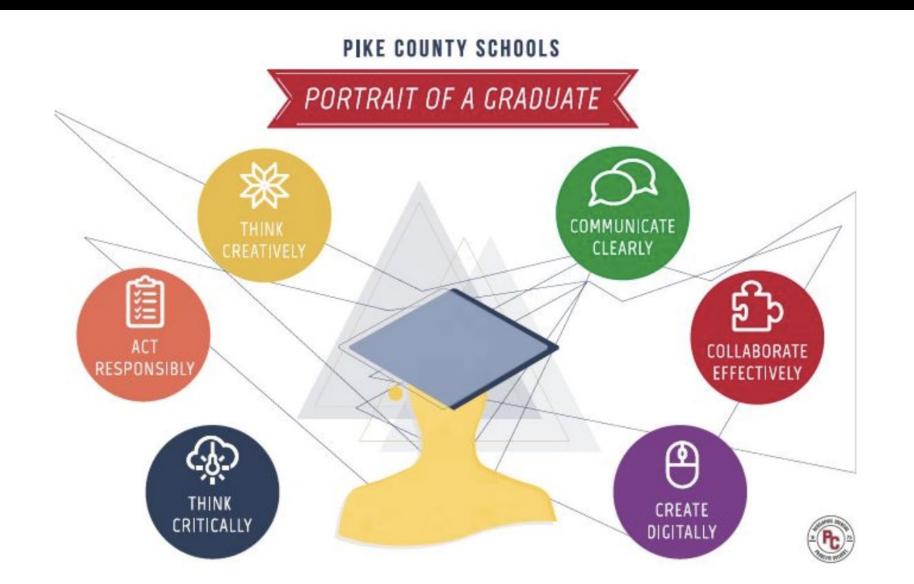


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EDUCATE EVERY STUDENT TO SUCCEED

What are the skills to ensure student success?

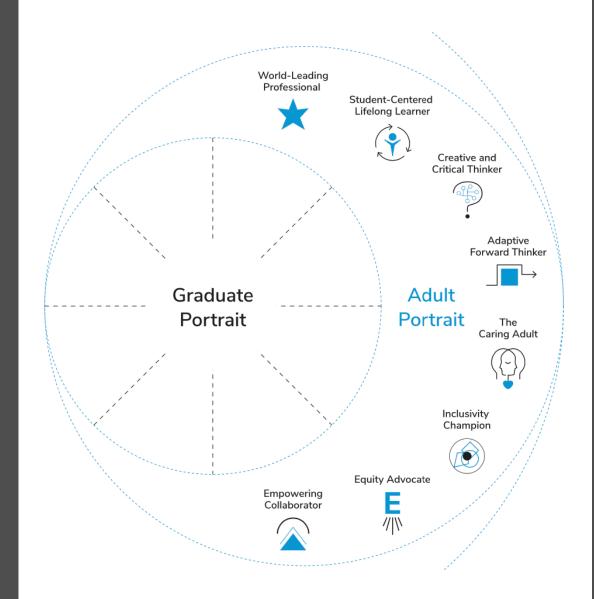


Our team's TOP TEN Graduate Portrait



ADULT PORTRAIT







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





Adult Portrait



ACCOUNTABILITY

COMMITMENT

CONFLICT

TRUST

The Five Behaviors of a Cohesive Team™ Model

3. Commitment

Trust

Conflict

4. Accountability

5. Results

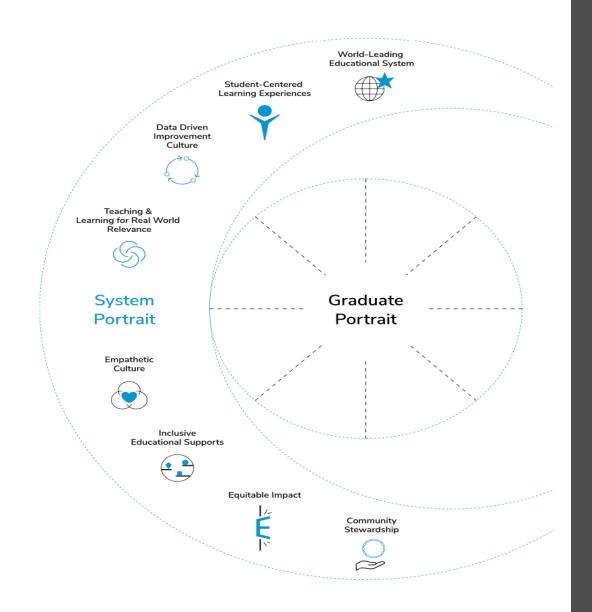
In this model, teams that excel in 5 main areas are more likely to be high-functioning, cohesive teams:

Our team's TOP TEN Adult Portrait



SYSTEM PORTRAIT







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



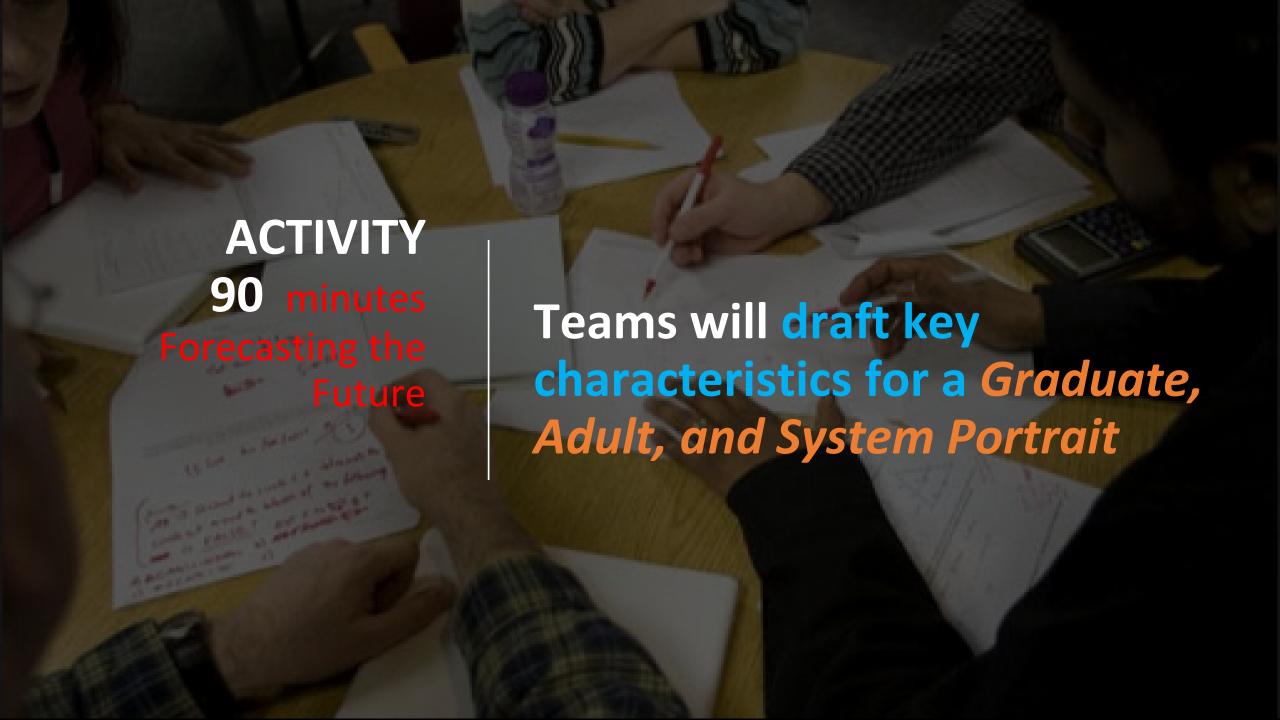


- Visionary Leadership
- Continuous Improvement
- Data-Driven Decision making
- Innovative and Happy Staff
- Inclusive Supports
- Future-Oriented Curriculum
- Social and Emotional Priorities
- Effective Communication and Collaboration
- Equitable Impact
- Trusting and Respectful Stewardship
- Happy and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



Our team's TOP TEN System Portrait

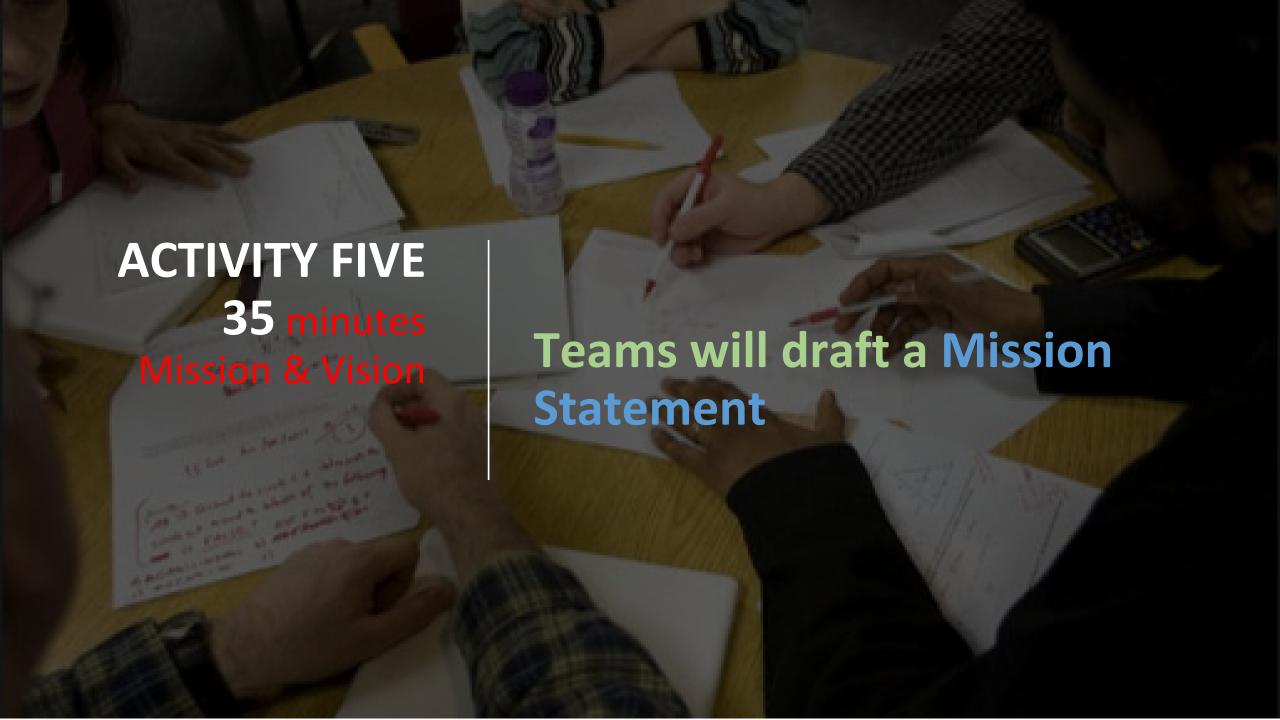




Adult Portrait	System Portrait
	Adult Portrait

Strategic Foundation or Preferred Future		
Mission Statement- Our Core Purpose Why do we exist?	Vision Statement- Our Future Where we are headed?	
Core <u>Values</u> - How we act and	Vision Description	
behave What do we stand for?	What will it look like?	





Mission

Who we are?
Why do we
exist?

Vision

What must we become?

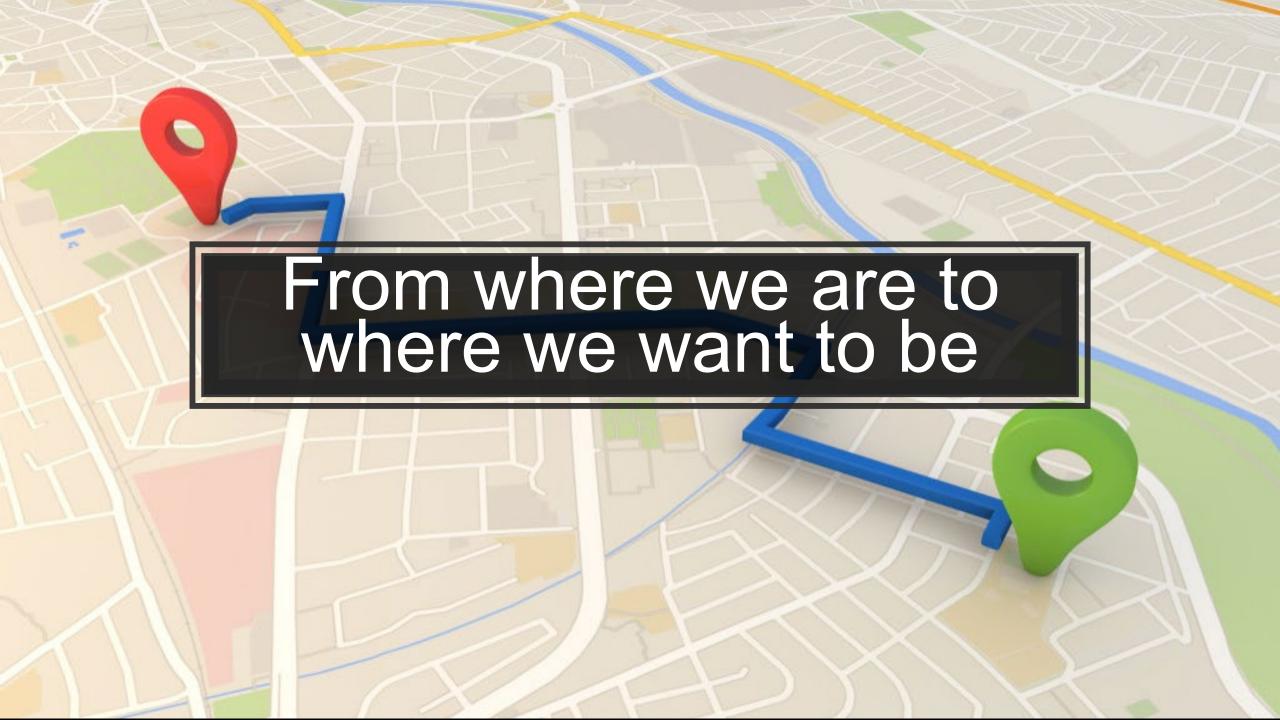
Values

How must we behave?

Goals and Objectives

How we gauge our success?





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)



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





CORE VALUES – 45 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

Vision Characteristics

Core Values

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

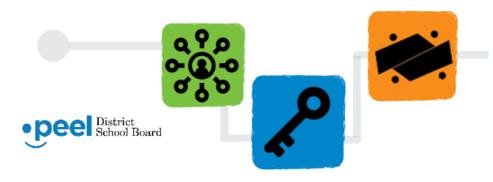
We take initiative to solve problems in the classroom and across the system.

Results-Driven

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



Core Values



EMPOWERING MODERN LEARNS

INSPIRE · INNOVATE · IGNITE

#peel21st



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.

Next Meeting

• 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 Feedback
- Review the Feedback
- Revised 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.