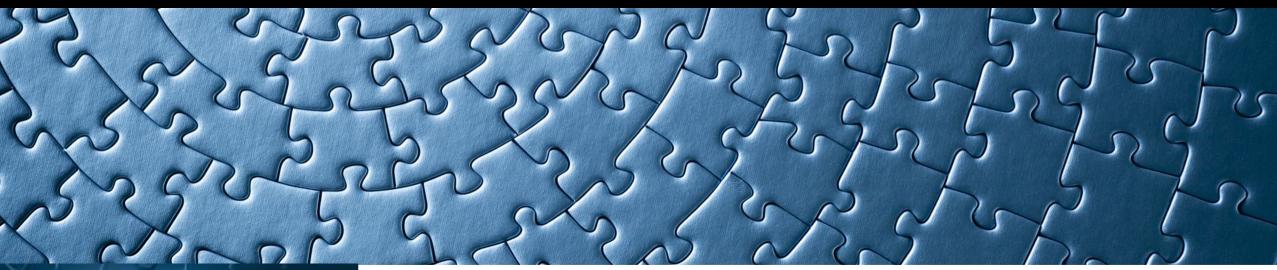
# Athletic Department Carbondale High School District 165



Strategic Planning Data Retreat September 13



## Welcome and Introductions

Who is in the room? What are we here to do?

Why is this an important event?





## Strategic Plan Team Schedule

Meeting	Purpose/Essential Questions	Date	Time
Orientation	Who are we and what are we charged to do?	Sept 11 6:00-8:00	2 hours Virtual
Data Retreat	Where are we? What is working well and what is not working well?	Sept 13 9:00-3:00	6 hours Face-to Face
Vision Retreat	Where do we want to be? How do we want to be different?	Oct 25 9:00-3:00	6 hours Face-to Face
Setting Direction Retreat	How will we get from where we are to where we want to be?	Jan 6 9:00-3:00	6 hours Face-to Face
Recommendation	What will we recommend to the Board of Education to set future direction?	Feb 14 9:00-11:00	2 hours Virtual

Athletic Department Strategic Plan Team			
Athletes	Parents/Community	<b>Coaches/Assistant</b>	Administration
		Coaches	
Bryce <u>McKinnies</u> DeSoto	Jimmy Karayiannis, Parent	Bryan Lee, Football	Daniel Booth, Supt
Jasmine Martin DeSoto	Susan Pimental, Jr. Sports	Phen Grant, Football	Ryan Thomas, Principal
Will Lehman Private	Trey Anderson, Park District	Mike Butler, BG Tennis	Gwen Poore, AD
Shelby Dierks Private	Annie Webster, Park District	Jeff Hansen, BG Soccer	Linda Flowers, Board
Davin Wooley CMS	Matt Baughman, Parent	Fae Ragan, Volleyball	Rania Dababneh, Board
Danni Wooley CMS	Rhett Barke, Parent	Greg Storm, BGXC, <u>BBall</u>	
Anthony Ancell GCS	Sarah Gray, Parent	Haley Karayiannis, Softball/Golf	
Sophie Krupa GCS	Sarah Viernum, Parent	DeAnne Miller, Cheer	
Jaxon Marlowe-Evans UP	Brian Mahtzenbacher, Parent	Jim Miller, Boys Bball	
Riley McElveen UP	Crystal Phillips, UP/Parent	Tracy Hill. Girls Bball	
	John Daly, Parent	Jerry Richards, Wrestling	
	IHSA Representative	Kevin Stamp, Football/Bowling	
	Caleb Cobb, CMS AD	Caleb Belcher,	
		Football/Baseball/AD	
	Doug Corzine, DeSoto Supt	Kim Wheeler, Softball	
	Mary Beth Goff, UP	Olivia Clark-Kittleson, Softball	
	Principal/Parent		
	Tim Ward, UP AD	Ortez Davis, BG Soccer	
	Toni Tabor, Giant City	Derrick Raney, Baseball	
	J Wiltowski, Giant City	Mykel Gary, BG Track	
	Lauren Clough- De Soto AD	Jimi Bradley, Football	
	Kelly Taylor – De Soto Principal		
	Jill Bloodworth- Parent		

TABLE 1	TABLE 2
Lee - Coach	Grant - Coach
H Karayiannis - Coach	Deanne Miller - Coach
Clark-Kittleson - Coach	Jim Miller - Coach
Baughman - Parent	Thomas - CCHS Admin
Davin Wooley - Student	Daly - Parent
Toni Tabor - GCS AD	Danni Wooley - Student
	Lauren Clough - DeSoto AD
TABLE 3	TABLE 4
Butler- Coach	Hansen- Coach
Witkowski - GCS Parent/Coach	Richards- Coach
Davis- Coach	Phillips - UP Coach/Parent
T. Anderson - Park District	Poore - CCHS Admin
Anthony Ancell - Student	Pimental - Jr. Sports
Viernum- Parent	Rania Dababneh - CCHS Board/Parent
Jimi Bradley - Coach	Sophie Krupa - Student
TABLE 5	TABLE 6
Ragan- Coach	Storm- Coach
Gary- Coach	Belcher- Coach
Webster- Park District	J. Karayiannis - Parent/Booster Club/Coach
Matzenbacher - CES/Parent	Tim Ward - UP AD/Coach
Jaxon Marlow-Evans - Student	Riley McElveen - Student
Will Lehman - Student	Barke - Coach/Parent
	Jill Bloodworth- Parent
TABLE 7	TABLE 8
Stamp- Coach	Booth - CCHS Admin
Wheeler- Coach	Raney- Coach
Linda Flowers - CCHS Board	Gray - Parent
Mary Beth Goff - UP Admin/Parent	Caleb Cobb - CMS AD
Bryce Mckinnies - Student	Jasmine Martin - Student
Shelby Dierks - Student	Hill- Coach
Kelly Taylor - DeSoto Principal	IHSA Representative

## Participant Handout

- Notes Template
- **Essential Information**
- Agenda
- Activity Guide



#### Carbondale High School District 165 Athletic Department Agenda for the Data Retreat

Virtual: Zoom Link:

Date: September 13, 9:00-3:00 pm

PARTICIPANT HANDOUT DATA RETREAT

#### **Data Retreat Purpose**

The Data Retreat starts with existing elements., building on what is currently in place. Throughout the retreat, the plan team paints a data picture of the current reality of the district. It answers the question, "Where are we now?"

External analysis focuses on political, economic, social, demographic, educational and technological trends and forces. It includes examination of national and state educational requirements and mandates. It identifies customers' and stakeholders' needs.

Internal analysis focuses on culture and <u>performance</u>; communication clarity, employee's capabilities and capacities, internal stakeholder groups and their needs, core competencies and strengths, as well as weaknesses.

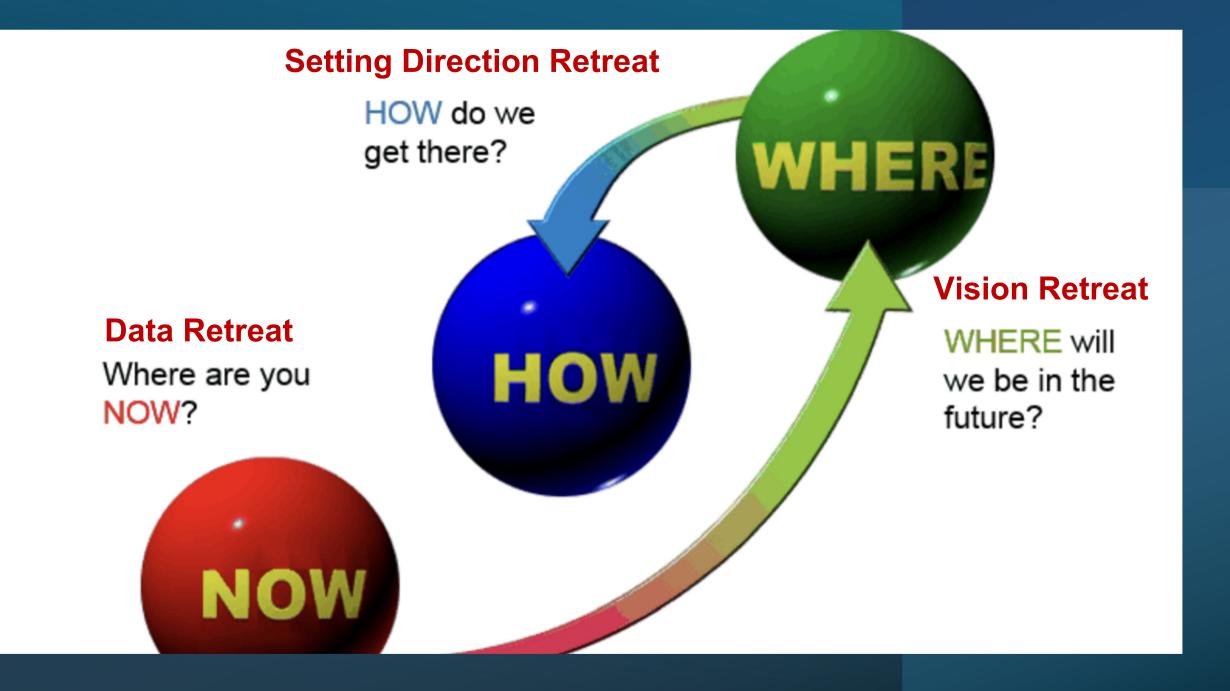
The analysis of strengths, weaknesses, opportunities and threats (SWOT) leads to review and possible revision of the vision, mission, core values and goals. It also informs identification of customers and stakeholders and their respective needs and interests.

The product of the retreat is the SWOT analysis that then is shared with all the stakeholder groups represented on the strategic plan team for feedback between the Data Retreat and the Vision Retreat.

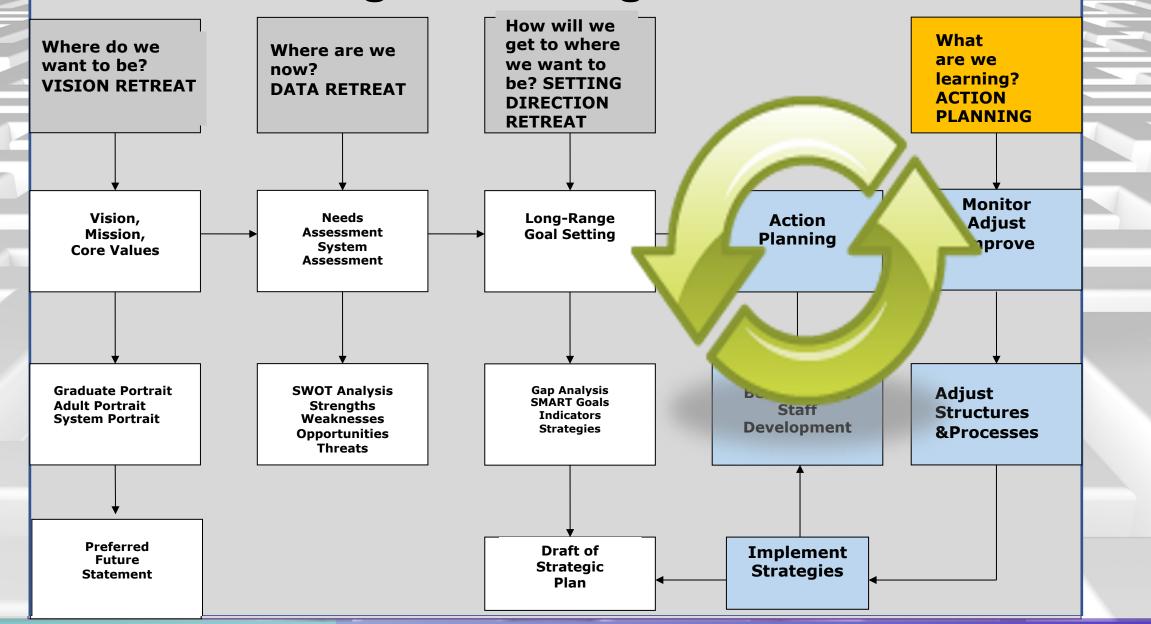


### FOUNDATION OF CONTINUOUS IMPROVEMENT

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



## **Strategic Planning Process**



"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







Data Retreat: Where are we now? To paint a data picture that allows us to identify our current strengths, weaknesses, opportunities, and threats. In person 6-hour session WHERE DO WE WANT TO BE?

HOW DO WE GET FROM WHERE WE ARE TO WHERE WE WANT TO BE?

2.

3.

WHERE ARE WE NOW?

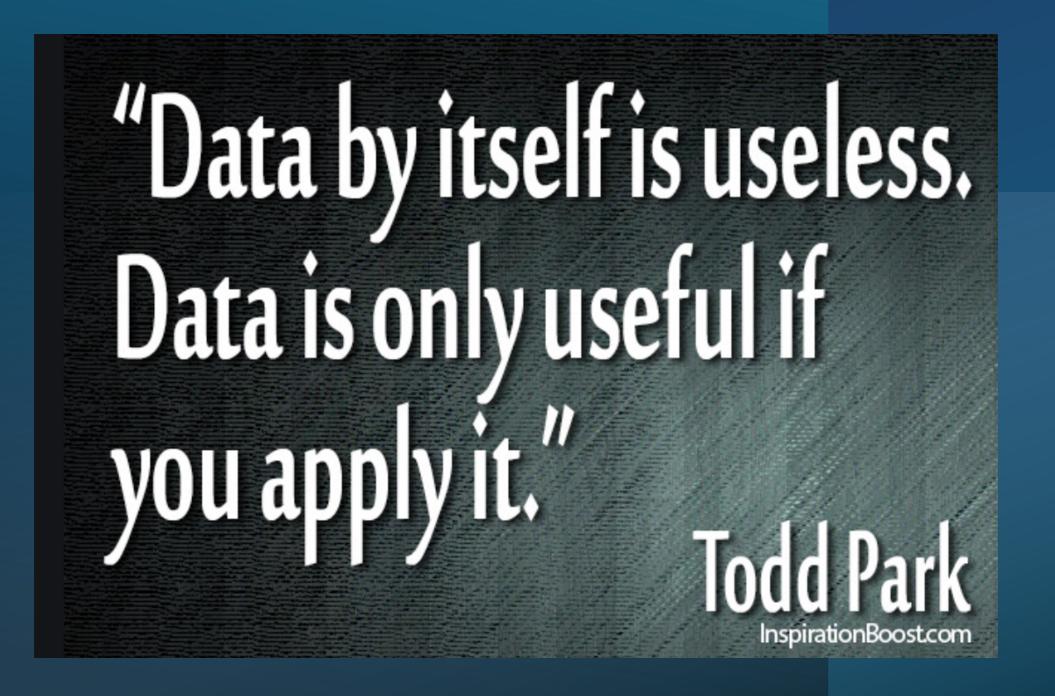
It is good to have an end to journey toward;

but it is the journey that matters in the end.

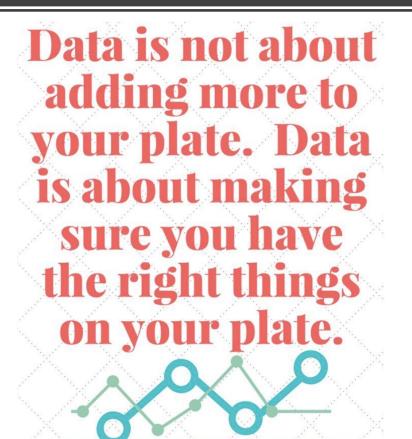
Ursula K. LeGuin 1999

### Data Retreat

- Learn about the team's perceptions of the department.
- Learn about athletes, their families and coaches perceptions of the department.
- Develop a shared understanding of department academic and competition data and information.
- Develop a shared understanding of district climate and culture data and information.
- Develop a shared understanding of district financial, facility and equipment data.
- Conduct a SWOT Analysis.



# **Data Leads to New Discoveries**





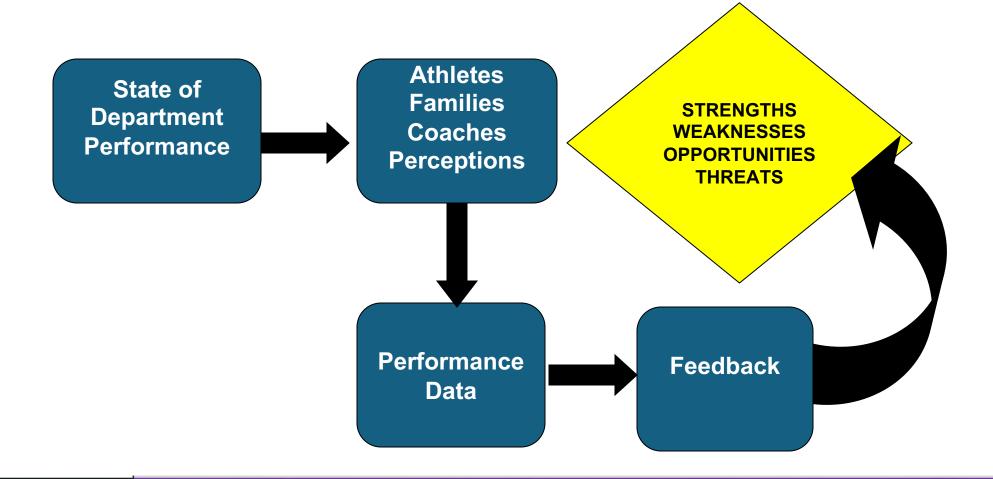
# DATA

# QUANTITATIVE & QUALITATIVE



# DATA LEADS TO INSIEHT LEADS TO RESULTS

# Determine the current state of the department – Where are we now?





## DATA RETREAT OUTCOMES

- <u>Review</u> our perceptions of what is going well and what are our future challenges.
- <u>Review</u> others' perceptions of what is going well and what are our future challenges (Surveys).
- <u>Paint</u> a data picture of the department to develop a shared understanding of our performance results. <u>Identify</u> from the reports information that is trending in the right direction and information that may need attention and improvement.
- <u>Conduct</u> a SWOT analysis to identify our strengths, weaknesses, opportunities and threats.
- <u>Preview NEXT STEPS</u> and the Vision Retreat.

Student LearningCultureResources• Annually achieve a graduation rate that is higher than the student body• No of athletes, by sport• Increase the number of season tickets sold in each sport• Melo student body. • Achieve a student-athlete GPA that is higher than the student body• Meet or exceed expectations on annual student-athletes and • department survey results reporting feedback on existing culture, • Climate, and success of the Athletic Department.• Increase the number of season tickets sold in each sport • Increase the overage ticketed attendance in each sport• Annually achieve an SAT scale.• Meet or exceed expectations on annual student-athletes and • department.• Increase the number of the department • Porfeesional development opportunities for coaches.• Increase the overall ticket revenue • Annually achieve an SAT reading score that is higher than the state• Annually achieve an SAT reading score that is higher than the state• No. of students with a PE waiver. • Report the number of high school scale.• Increase the induction and score that is higher than the state• Annually achieve an SAT reading score that is higher than the state• No. of students with a PE waiver. • Report the number of high school school is Jackson County.• Report the number of high school school is Jackson County.• Report the donations and contributions to the program from alumni and booster organizations.		_	
<ul> <li>rate that is higher than the rate of the</li> <li>Whole student body.</li> <li>Achieve a student-athlete GPA that is higher than the student body</li> <li>each semester.</li> <li>Achieve a student-athlete GPA that is higher than 2.8 on a 4.0 scale.</li> <li>Annually achieve an SAT score that is higher than the student body</li> <li>each semester.</li> <li>Annually achieve an SAT mathematics score that is higher than the student than the student body</li> <li>each semester.</li> <li>Annually achieve an SAT mathematics score that is higher than the student athletes and coaches and staff</li> <li>who are integrated into the campus community.</li> <li>Professional development opportunities for coaches.</li> <li>State average</li> <li>Annually achieve an SAT reading score that is higher than the student athletes and coaches and staff</li> <li>who are integrated into the campus community.</li> <li>Professional development opportunities for coaches.</li> <li>No. of students with a PE waiver.</li> <li>Report the number of high school st Jackson County.</li> <li>Win the conference in at least two sports.</li> <li>All teams finish in the top three</li> <li>Be in full compliance with Title IX. (participation, scholarships, the conference in at least two sports.</li> <li>Be in full compliance with Title IX. (participation, scholarships, the conference in at least two sports.</li> <li>All teams finish in the top three</li> <li>Be in full compliance with Title IX. (participation, scholarships, the conference in the top three</li> <li>Be in full compliance with Title IX. (participation, scholarships, the top three</li> <li>Be in full compliance with Title IX. (participation, scholarships, the top three</li> <li>Be in full compliance with Title IX. (participation, scholarships, the top three to the completa is higher than the student athletes who complete a minimum of 200 volunteer hours each academic year.</li> <li>Ensure tathletic equipment and scure eds.</li> <li>Ensure tathletic eds.</li> <li>Ensure tathletic eds.</li></ul>	Student Learning	Culture	Resources
	<ul> <li>Annually achieve a graduation rate that is higher than the rate of the</li> <li>whole student body.</li> <li>Achieve a student-athlete GPA that is higher than the student body</li> <li>each semester.</li> <li>Achieve a student-athlete GPA that is higher than 2.8 on a 4.0 scale.</li> <li>Annually achieve an SAT score that is higher than the student body</li> <li>each semester.</li> <li>Annually achieve an SAT mathematics score that is higher than the</li> <li>state average</li> <li>Annually achieve an SAT reading score that is higher than the state</li> <li>average</li> <li>Annually be the best public high school is Jackson County.</li> <li>Win the conference in at least two sports.</li> <li>All teams finish in the top three</li> </ul>	<ul> <li>No of athletes, by sport</li> <li>Be in full compliance with Title IX. (participation, scholarships,</li> <li>Treatment).</li> <li>Meet or exceed expectations on annual student-athletes and</li> <li>department survey results reporting feedback on existing culture,</li> <li>climate, and success of the Athletic Department.</li> <li>Eligibility checks for each sport throughout the school year.</li> <li>Attract and retain diverse student- athletes and coaches and staff</li> <li>who are integrated into the campus community.</li> <li>Professional development opportunities for coaches.</li> <li>No. of students with a PE waiver.</li> <li>Report the number of high school student-athletes who complete a minimum of 200 volunteer hours</li> </ul>	<ul> <li>Increase the number of season tickets sold in each sport</li> <li>Increase the average ticketed attendance in each sport</li> <li>Increase the overall ticket revenue</li> <li>Annually operate within the parameters of the Athletic Department Budget</li> <li>Explore and secure new sources of revenue for the department's ongoing budget</li> <li>Increase scholarships.</li> <li>Ensure athletic facilities are safe, and secure.</li> <li>Ensure athletic facilities meets or exceeds programmatic needs.</li> <li>Ensure athletic equipment meets or exceeds programmatic needs.</li> <li>Ensure athletic needs.</li> <li>Ensure athletic equipment meets or exceeds programmatic needs.</li> <li>Ensure athletic needs.</li> <li>Ensure athletic needs.</li> <li>Ensure athletic needs.</li> <li>Ensure replacement equipment and supplies meets or exceeds</li> <li>programmatic needs.</li> <li>Increase the booster club membership.</li> <li>Report the donations and contributions to the program from</li> </ul>



### **BEFORE WE CAN <u>IMPROVE</u> WE HAVE TO KNOW WHERE WE ARE NOW.**

Painting a Shared Picture of Department Performance

Where are we now!

ACTIVITY ONE 45 minutes Review OUR PERCEPTIONS of what is going well in the district and what our challenges are for the future.

## **Activity Directions: OUR PERCEPTIONS**



## **Table Team's Perceptions**

#### Most Proud About

#### **Greatest Challenges Ahead**

- 1. Individually identify 3-4 Points of Pride and 3-4 Challenges.
- 2. Start with Points of Pride/Strengths.
- 3. One person put sticky note on chart.
- 4. Others put sticky notes on top if they are the same, mean the same
- 5. Continue until all sticky notes are complete.
- 6. Move to Challenges/ Opportunities for Improvement
- 7. One person put sticky note on chart.
- 8. Others put sticky notes on top if they are the same, mean the same
- 9. Reduce Points of Pride/Strengths to 10
- 10. Reduce Challenges/Opportunities for Improvement to 10

Be ready to share your chart with other Table Teams

ACTIVITY TWO 45 minutes Review PERCEPTIONS of Athletes, their Families, and Coaches of what is going well in the district and what our challenges are for the future.



#### **Environmental Scan Data and Information**

## **Environmental Scan Surveys**

- Athletes
- Athletes' Families
- Coaches and Asst. Coachese

#### Athletic Department Fall 2024 Athlete Survey

#### 91 students responded out of

Survey Questions:	NO. Responding Meeting or <u>Exceeding</u>	Rating Green: Meeting or Exceeding Yellow: Needs improvement Red: Needs Attention
Overall, I enjoyed playing on my team.	85	
My head coach made the sport enjoyable.	80	
Our team got along and had good team morale.	80	
I learned a lot from playing a sport this season.	82	
I received a fair amount of playing time.	70	
I improved as a player this season	85	
The head coach had adequate knowledge of the rules, skills, and strategies our team needed to compete.	87	
The head coach helped players improve to reach their fullest potential	81	
The opportunity was available for each team member to communicate with the head coach.	88	
My head coach listened to me.	80	
My head coach let <u>me</u> and my teammates make decisions about the team.	62	
Players on the team respected the head coach.	83	

#### Athletic Department Fall 2024 Athlete FAMILY Survey

#### 45 Families responded out of

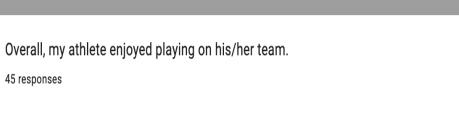
Survey Questions:	NO. Responding Meeting or <u>Exceeding</u>	Rating Green: Meeting or Exceeding Yellow: Needs improvement Red: Needs Attention
Overall, my athlete enjoyed playing on his/her team.	35	
The head coach made the sport enjoyable.	35	
The team got along and had good team morale.	31	
My athlete learned a lot from playing a sport this season.	34	
My athlete received a fair amount of playing time.	33	
My athlete improved as a player this season	35	
The head coach had adequate knowledge of the rules, skills, and strategies our team needed to compete.	37	
The head coach helped players improve to reach their fullest potential	34	
The opportunity was available for each team member to communicate with the head coach.	35	
My head coach listened to my athlete.	32	
My head coach let players make decisions about the team.	27	
Players on the team respected the head coach.	35	

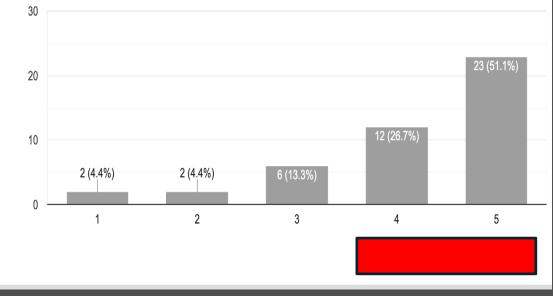
#### Athletic Department Fall 2024 Coaches Survey

#### 19 Coaches responded out of

Survey Questions:	NO. Responding Meeting or <u>Exceeding</u>	Rating Green: Meeting or Exceeding Yellow: Needs improvement Red: Needs Attention
Overall, I enjoyed coaching my team.	19	
Our department made the sport enjoyable.	18	
Our department gets along well.	16	
I improved as a coach this past season.	19	
My work gives me a sense of accomplishment.	19	
The morale in our department is positive and	17	
contributes to my job satisfaction.		
I get recognized for my accomplishments and	15	
contributions to the athletic department.		
I feel respected in my workplace.	18	
I feel I am compensated fairly for my work.	13	
I am proud to coach in this district.	19	
I would recommend this department to others.	17	
I had adequate knowledge of the rules, skills and	19	
strategies needed to compete.		
I had what I needed to help athletes improve to reach	15	
their fullest potential.		

#### This past season...





Сору

# Reporting combined top two scores

## Individual, then Team

### **Three Surveys**

- Athletes
- Athletes Families
- Coaches

#### **Green/Yellow/Red**

For each: **5 Top** Strengths **5 Top Opportunities** 

# and sets us apart from

most proud of

Strengths-

What we are

others

### **Opportunities**-

What most needs our attention ACTIVITY TWO: OTHERS' PERCEPTIONS

What were they MOST PROUD about? List top 5	CHALLENGES for the Future? List top 5
Athletes	Athletes
1	1
2	2
3	3
4	4
5	5
Athletes Families	Athletes Families
1	1
2	2
3	3
4	4
5	5
Coaches	Coaches
1	1
2	2
3	3
4	4
5	5
Page 2 / 4	

Activity Three: 135 minutes THREE 30-45minute sessions • Paint a data picture that describes the current Deparatment Performance as to what is going well and what are the challenges ahead.

 Introduction of Report Presenters:

> Student Academics & Competition Culture: Learning and Teaching Environment Resources: Finance, Facilities, Equipment

# Student Academics & Competition

Trend, Cohort, Comparative, Demographic, Growth . . . Is it a STRENGTH? Is it a CHALLENGE?

Take notes on the Presentation handout or on page 4 of the Participant Handout Do the results make you proud? - STRENGTH Do the results need attention? - OPPORTUNITY





# CULTURE: Learning and Work Environment

Trend, Cohort, Comparative, Demographic, Growth . . . Is it a STRENGTH? Is it a CHALLENGE?

Take notes on the Presentation handout or on page 5 of the Participant Handout. Do the results make you proud? - STRENGTH Do the results need attention? - OPPORTUNITY





# RESOURCES: Finance, Facilities & Equipment

Trend, Cohort, Comparative, Demographic, Growth . . . Is it a STRENGTH? Is it a CHALLENGE?

Take notes on the Presentation handout or on page 6 of the Participant Handout. Do the results make you proud? - STRENGTH Do the results need attention? - OPPORTUNITY





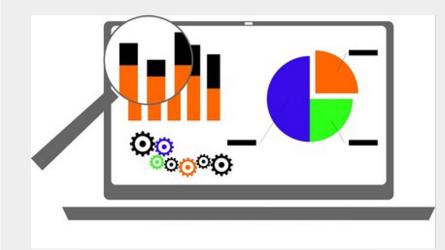
## Rotations

- Tables 1-2-3 A here. B Lib. C. Aud
- Tables 4-5-6
   B Liib. C. Aud. A Here
- Tables 7-8. C Aud A. Here. B Lib

## Reflection

- What did you learn from each report that let's you know how the DEPARTMENT is performing?
- Performing compared to others.
- Performing compared to the past/
- Which are STRENGTHS?
- Which are OPPORTUNITIES?





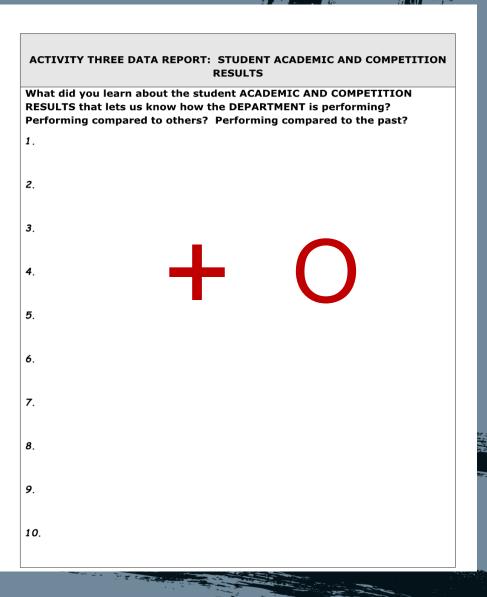
Activity Directions

- Each presentation is to be approximately 30 minutes with time for questions.
- <u>Take notes on the participant</u> <u>handout.</u>
- Thanks to the Presenters.

#### Session One: 10:30-11:15 Session Two: 11:15-11:45

#### Lunch: 11:45-12:30

#### Session Three: 12:30-1:00 Session Three Poster: 1:00-1:30



#### Activity Three Continued: PROCESSING THE DATA PRESENTATIONS: 60min

- Each group will process the last of the three reports they hear,
- The presenter will be a part of the group.
- Each group will present a poster highlighting no more than the top key information trending well and the top key information needing attention of improvement.

Teams will post their findings for all to view.

Activity Three: Summary of Student Achievement Report	
What is going well: Strengths/Points of Pride	What needs attention: Weaknesses/Challenges
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10



#### ACTIVITY FOUR: 60 minutes

Conduct a SWOT analysis • Strengths • Weaknesses Opportunities Threats

## **SWOT ANALYSIS**

- StrengthsWeaknesses
- Opportunitie S
- Threats





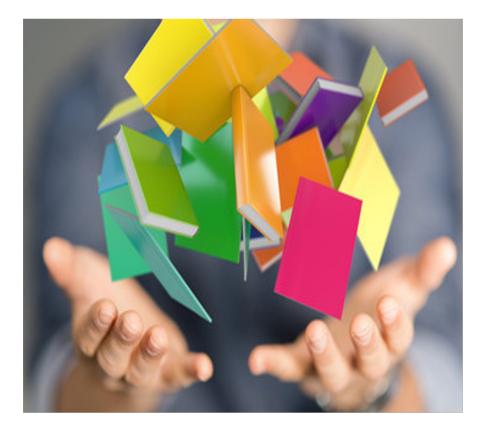
#### SWOT ANALYSIS EXAMPLE

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?	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?
<ul> <li>Dedicated, caring, and invested staff and administration</li> <li>High quality academic program</li> <li>Strong financial management; balanced budgets</li> <li>Bond rating, and state financial profile rating</li> <li>Community and family involvement</li> <li>Perceptions of the district</li> <li>Technology devices, access, and infrastructure</li> <li>Whole child philosophy</li> <li>Value and appreciation for diversity</li> <li>Safe schools with nurturing learning environments</li> <li>Fine Arts and Physical Education programs</li> </ul>	<ul> <li>Student performance above state average, but below community expectations</li> <li>Achievement gaps</li> <li>Differentiated instruction with impactful interventions and enrichments and supports to meet academic and social and emotional needs of all students</li> <li>Consistencies in practices school-to-school, classroom-to-classroom</li> <li>Homework and grading practices with a positive impact on student learning</li> <li>Competitive salaries and benefits to attract and retain high quality staff</li> <li>Variability in class sizes, admin to student and admin to staff ratios</li> <li>Aging facilities with deferred maintenance</li> <li>Meaningful technology integration with teaching and learning</li> <li>Limited and inconsistent opportunities for student</li> <li>voice, choice, collaboration, and empowerment</li> <li>Managing &amp; responding to student stress &amp; anxiety</li> </ul>
<ul> <li>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.</li> <li>Collaborate with high school district to develop a pathway to new college, career &amp; life readiness expectations</li> <li>Reimagine definition of student success</li> <li>System for data collection, use, analysis &amp; management</li> <li>Additional social and emotional supports and implementation</li> <li>Early learning &amp; full-day kindergarten options to ensure improved readiness for school</li> <li>Instructional tools and strategies to provide clarity and consistency expectations for family engagement</li> <li>New opportunities to energize &amp; support initiatives and change management through professional learning</li> <li>Exploring options to make better use of time &amp; space</li> <li>Offer global language in younger grades</li> <li>Higher quality bilingual programs and services</li> </ul>	<ul> <li>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?</li> <li>State and federal funding</li> <li>Resistance to change; fixed mindset</li> <li>New state assessment</li> <li>Balance of ability to pay taxes with critical support to maintain a high quality educational program</li> <li>Economic disparity and equity throughout the district</li> <li>Health, wellness, stress, anxieties for students and their families</li> <li>Social media</li> <li>Safety and security</li> </ul>

## **Activity Directions**:

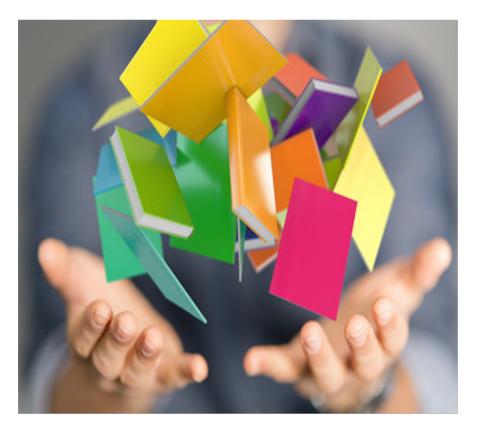
#### • Examine what you learned today:

- Your perceptions of Strengths and Opportunities for improvement
- Others' perceptions of Strengths and Opportunities for improvement
- Data and information from the Four Reports that are strengths, weaknesses, opportunities or threats
- Impact findings that present opportunities or threats



## **Activity Directions:**

- Brainstorm with your table strengths, weaknesses, opportunities and threats.
- Copy your list to the SWOT chart and post the chart.



## Sharing SWOT Strengths

Things we do well Qualities that separate you from others Internal effective resources Tangible assets, products, artifacts

### Sharing SWOT Weaknesses

Things we do NOT do well Things others do better than we do Resource Limitations Unclear, Inconsistent programs, processes, practices

### Sharing SWOT Opportunities

Emerging needs Things that you are not doing but seem promising Growth and improvement areas Future-oriented ideas

## Sharing SWOT Threats

Changing community attitudes Negative press/media Political, economic, social, demographical challenges No direct control but impacting negatively

# NEXT STEPS

- Data Retreat Findings.
- All Data Retreat resources on website.
- SWOT Analysis
- Community Engagement
- Encourage feedback participation
- READY OURSELVES FOR THE VISION RETREAT



## **Community Engagement Opportunities**

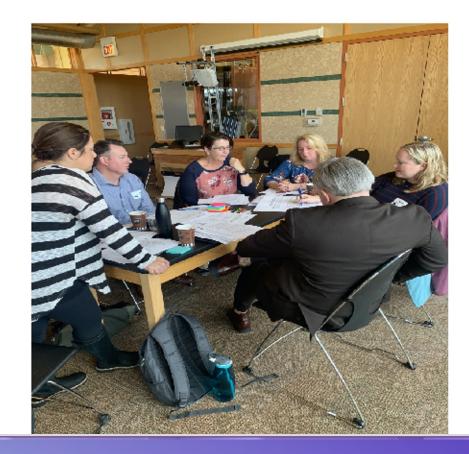
Survey Examine each quadrant

- •Did we get it right?
- •What did we miss?
- •What did we get wrong?
- •Other advice to the plan team



Vision Retreat: Where do we want to be? To envision a future that moves individuals, the school, and the district to a higher level of satisfaction and performance. In person 6-hour session



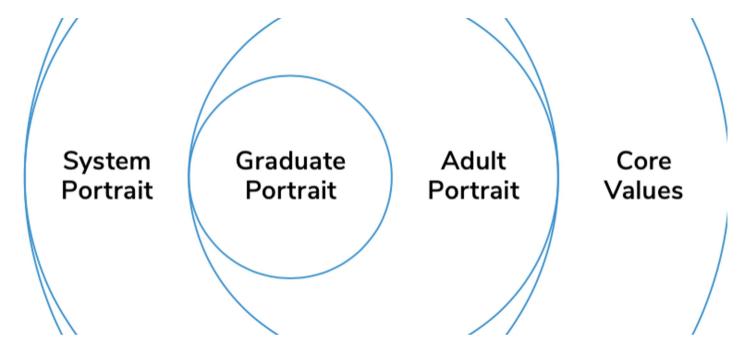


"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."

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

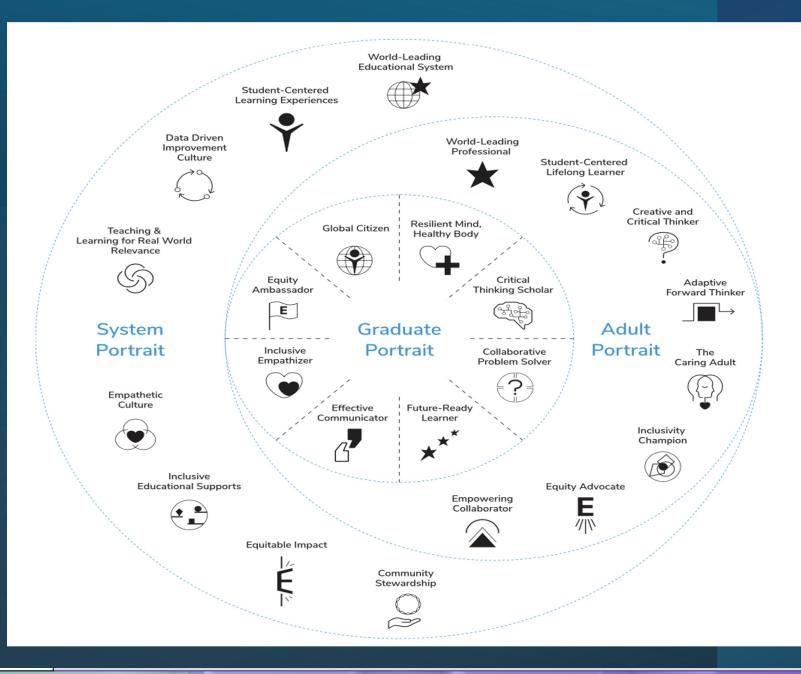






# **Vision 2030**

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



#### Linct Strategic Plan 2



How do we want to be different **5-10** years from now than we are today?



## Thanks to the Strategic Plan Team