Findings of the Athletic Department Vision Retreat

The Athletic Department Strategic Plan Team met on Friday, October 25 to answer the question, "***Where do we want to be in 2030"?*** The Vision Retreat was an opportunity to share hopes, dreams, and aspirations for CCHS Athletics to develop a Preferred Future Statement of what we want the athletic department to look like, feel like, and be like in 2030 different than it is today. **The agenda included:**

- **Activity One:** To review feedback from the Board of Education, District Leadership Team and Athletic Department leaders relative to the draft of the SWOT Analysis from the Data Retreat and make final revisions and refinements.
- **Activity Two:** To react to characteristics of a Preferred Future State, to examine a great example of a Preferred Future Statement, and to review hopes, dreams and aspirations of students and parents interviewed by the Athletic Director. Finally, to identify hopes, dreams, and aspirations for the department by members of the strategic plan team.
- **Activity Three:** To discuss the homework assignment and share key concepts from the three articles read. To discuss and share key concepts from the three athletic department programs visited virtually in terms of metrics to assess their effectiveness.
- **Activity Four:** To review and refine the current mission of the department. To prepare words, phrases or statements to begin to formulate a new mission for 2030.
- **Activity Five:** To review and refine the current vision of the department. To prepare words, phrases or statements to begin to formulate a new Vision for 2030.
- **Activity Six:** To review and refine the current core values of the department. To consider any new core values.

The findings of the plan team are summarized below. The fifty members of the team consisting of representatives from athletes, athletes' families, community partners, coaches/other staff, and administration met in small table teams of 8-9. Each team's findings are identified. The facilitator then summarized in the colored box the words, phrases or sentences most often identified across all teams.

Activity One Strengths: Revise SWOT from the Data Retreat based on feedback and review. RED denotes changes. Green is facilitator's suggested consensus.

Table 1 Strengths

- Athlete graduation rate
- Athlete 43% 3.5 GPA or above
- Growing enrollment: 1/3 of students are athletes
- Diversity of athletes
- Competition conference success- high number of boys and girls sport offerings
- Administration/Athletic Director support, knowledge, passion
- Growing success of Booster Club
- Financial resources- growing & balanced budget/ project funding
- Balanced interest in athlete non-athletic needs with athletics
- Scholarship opportunities- College pathway

Table 2 Strengths

- Athlete 43% 3.5 GPA or above leading to high graduation rate
- Growing enrollment: 1/3 of students are athletes
- Diversity of athletes
- Competition conference success- high number of boys and girls sport offerings
- Administration/Athletic Director support, knowledge, passion
- Growing success of Booster Club
- Financial resources- growing & balanced budget/ project funding
- Balanced interest in athlete non-athletic needs with athletics
- Scholarship opportunities- College pathway
- Relationship with SIH/Athletic Trainers

Table 3 Strengths

- Athlete 43% 3.5 GPA or above leading to high graduate rate
- Growing enrollment: 1/3 of students are athletes
- Diversity of athletes
- Competition conference success- high number of boys and girls sport offerings
- Administration/Athletic Director support, knowledge, passion
- Growing success of Booster Club
- Financial resources- growing & balanced budget/ project funding
- Balanced interest in athlete non-athletic needs with athletics
- Scholarship opportunities- College pathway

Table 4 Strengths

- Athlete graduation rate
- Athlete 43% 3.0 GPA or above
- Growing enrollment: 1/3 of students are athletes
- Diversity of athletes
- Competition conference success- high number of boys and girls sport offerings
- Administration/Athletic Director support, knowledge, passion
- Growing success of Booster Club
- Financial resources- growing & balanced budget/ project funding
- Balanced interest in athlete non-athletic needs with athletics
- Scholarship opportunities- College pathway

- Athlete 43% 3.5 GPA or above leading to higher athlete graduation compared to all students
- Growing enrollment: 1/3 of students are athletes
- Diversity of athletes
- Competition conference success- high number of boys and girls sport offerings
- Administration/Athletic Director support, knowledge, passion
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- Relationship with SIH/Athletic Trainers

• Relationship with SIH/Athletic Trainers		
Table 5 Strengths	**Table 6 Strengths**	
• Athlete 43% 3.5 GPA or above leading to high graduation rate • Growing enrollment: 1/3 of students are athletes • Diversity of athletes • Competition conference success- high number of boys and girls sport offerings • Administration/Athletic Director support, knowledge, passion • Growing success of Booster Club • Financial resources- growing & balanced budget/ project funding • Balanced interest in athlete non-athletic needs with athletics • Scholarship opportunities- College pathway • Relationship with SIH/Athletic Trainers	• Athlete 43% 3.5 GPA or above with high graduation rate • Growing enrollment: 1/3 of students are athletes • Diversity of athletes • Competition conference success- high number of boys and girls sport offerings • Administration/Athletic Director support, knowledge, passion • Growing success of Booster Club • Financial resources- growing & balanced budget/ project funding • Balanced interest in athlete non-athletic needs with athletics • Scholarship opportunities- College pathway • Relationship with SIH	

Activity One Weaknesses: Revise SWOT from the Data Retreat based on feedback and review. RED denotes changes. Green is facilitator's suggested consensus.		
Table 1 Weaknesses	**Table 2 Weaknesses**	• Facility upgrades, security,enhancements, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports
• Facility upgrades, security, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach • Indoor practice space	• Facility upgrades, enhancements, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach	

• Main gymnasium over crowdedness and access • Funding for large projects	• Indoor practice space Main gymnasium over crowdedness and access • Funding for large projects • Communication in general	• Eligibility confusion and approach • Indoor practice space/Main gymnasium over crowdedness and access • Funding for large projects
Table 3 Weaknesses	**Table 4 Weaknesses**	
• Facility upgrades, enhancements, cleanliness, maintenance • Tutoring opportunities • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach • Indoor practice space/ Main gymnasium over crowdedness and access • Funding for large projects	• Facility upgrades, enhancements, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach • Indoor practice space • Main gymnasium over crowdedness and access • Funding for large projects	
Table 5 Weaknesses	**Table 6 Weaknesses**	
• Facility upgrades, enhancements, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach • Indoor practice space/Main gymnasium over crowdedness and access • Funding for large projects	• Facility upgrades, enhancements, cleanliness, maintenance • Strength and conditioning program/space/time/coach • Athlete attendance and motivation • Athlete behaviors/discipline • Feeder elementary district communication & collaboration • Communication & collaboration among all coaches across all sports • Eligibility confusion and approach • Indoor practice space/Main gymnasium over crowdedness and access • Funding for large projects	

Activity One Opportunities: Revise SWOT from the Data Retreat based on feedback and review. RED denotes changes. Green is facilitator's suggested consensus.

Table 1 Opportunities

- Increase incentives for being a 3-sport athlete
- Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals
- Grow Booster Club & Band Boosters (partnership)
- Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs
- Track and report athletic department success metrics, disaggregate by sport
- Explore partnerships with SIU athletics
- Relationships with SIH to secure trainers at practices and competition
- NCAA Clearinghouse identification and assistance
- Continuous improvement and PD opportunities for coaches
- Expand access of SIH physical trainers

Table 2 Opportunities

- Increase incentives for being a 3-sport athlete
- Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals
- Grow Booster Club
- Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs
- Track and report athletic department success metrics, disaggregate by sport
- Explore partnerships with SIU athletics
- Continuous improvement and PD opportunities for coaches
- Expand access of SIH physical trainers
- Develop systematic approach to best practices education for coaches

Table 3 Opportunities

- Increase incentives for being a 3-sport athlete
- Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals
- Grow Booster Club & Band Boosters (partnership)
- Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs
- Track and report athletic department success metrics, disaggregate by sport
- Explore partnerships with SIU athletics

Table 4 Opportunities

- Increase incentives for being a 3-sport athlete
- Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals
- Grow Booster Club
- Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs
- Track and report athletic department success metrics, disaggregate by sport
- Explore partnerships with SIU athletics
- Academic all-conference

- Increase incentives for being a 3-sport athlete
- Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals
- Grow Booster Club/Band Club/Partnerships/ Collaboration
- Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs
- Track and report athletic department success metrics, disaggregate by sport
- Explore partnerships with SIU athletics
- Continuous improvement and PD opportunities for coaches
- Expand access of SIH/ physical trainers
- NCAA Clearinghouse Assistance/Educating Counselors

Table 5 Opportunities	Table 6 Opportunities	
• Increase incentives for being a 3-sport athlete • Explore specific sport study table • Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals • Grow Booster Club/Band Club/Partnerships/ Collaboration • Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs • Track and report athletic department success metrics, disaggregate by sport • Explore partnerships with SIU athletics • NCAA Clearinghouse Assistance/Educating Counselors • Coaches having clinics/relationships with feeder elementary districts • Continuous improvement and PD opportunities for coaches • Explore faculty/athletic rep for collaboration	• Increase incentives for being a 3-sport athlete • Training opportunities for athletes • Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals • Grow Booster Club/Band Club/Partnerships/ Collaboration • Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs • Track and report athletic department success metrics, disaggregate by sport • Explore partnerships with SIU athletics • NCAA Clearinghouse Assistance/Educating Counselors	

Activity One Threats: Revise SWOT from the Data Retreat based on feedback and review. RED denotes changes. Green is facilitator's suggested consensus.

Table 1 Threats	Table 2 Threats	
• Increasing poverty • Declining local business • Sports/Specialization • Parent Engagement • PE waivers • Conference size, decline, instability • Carbondale perception- attractiveness to move to area	• Increasing poverty • Declining local business • Sports/Specialization • Parent Engagement • PE waivers • Conference size, decline, instability • Carbondale perception- attractiveness to move to area	• Increasing poverty • Declining local business • Sports/Specialization • Parent Engagement • PE waivers • Conference size, decline, instability • Carbondale perception- attractiveness to move to area

<table>
<tr><td>Retaining high quality coaches</td><td></td><td rowspan="5">Retaining high quality coaches
Community leaders more involved</td></tr>
<tr><td>Table 3 Threats</td><td>Table 4 Threats</td></tr>
<tr><td>Increasing poverty
Declining local business
Sports/Specialization
Parent Engagement
PE waivers
Conference size, decline, instability
Carbondale perception- attractiveness to move to area</td><td>Increasing poverty
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Culture/Identity of Athletic Programs</td><td>Increasing poverty
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Conference size, decline, instability
Carbondale perception- attractiveness to move to area
Culture/Identity of Athletic Programs</td></tr>
</table>

SWOT ANALYSIS from Data Retreat

RED denotes changes.

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?

- **Athlete 43% 3.5 GPA or above leading to higher athlete graduation compared to all students**
- **Growing enrollment: 1/3 of students are athletes**
- **Diversity of athletes**
- **Competition conference success- high number of boys and girls sport offerings**
- **Administration/Athletic Director support, knowledge, passion**
- **Growing success of Booster Club**
- **Financial resources- growing & balanced budget/ project funding**
- **Balanced interest in athlete non-athletic needs with athletics**
- **Scholarship opportunities- College pathway**
- **Relationship with SIH/Athletic Trainers**

WEAKNESSES: What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

- **Facility upgrades, security, enhancements, cleanliness, maintenance**
- **Strength and conditioning program/space/time/coach**
- **Athlete attendance and motivation**
- **Athlete behaviors/discipline**
- **Feeder elementary district communication & collaboration**
- **Communication & collaboration among all coaches across all sports**
- **Eligibility confusion and approach**
- **Indoor practice space/Main gymnasium over crowdedness and access**
- **Funding for large projects**

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.

- **Increase incentives for being a 3-sport athlete**
- **Increase spirit, passion, celebrations, and financial resources among community business, agencies, alumni, and individuals**
- **Grow Booster Club/Band Club/Partnerships/ Collaboration**
- **Provide a long-range athletic plan for facility upgrades, uniform needs, equipment needs, future growth needs**
- **Track and report athletic department success metrics, disaggregate by sport**
- **Explore partnerships with SIU athletics**
- **Continuous improvement and PD opportunities for coaches**
- **Expand access of SIH/ physical trainers**
- **NCAA Clearinghouse Assistance/Educating Counselors**

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?

- **Increasing poverty**
- **Declining local business**
- **Sports/Specialization**
- **Parent Engagement**
- **PE waivers**
- **Conference size, decline, instability**
- **Carbondale perception- attractiveness to move to area**
- **Retaining high quality coaches**
- **Community leaders more involved**

Activity Two Part A: Learn about the characteristics of a Preferred Future Statement	
Characteristics of Preferred Future Statement	**Description of the Characteristic**
Future Focused	**Provides the "Big Picture" and clearly describes what the district will be like by 2030.**
Directional	**Serves as a guide to district goals, action plans, and strategies.**
Specific	**Clear and focused enough to shape decision-making for the athletic department.**
Relevant & 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 needs of the district, school, teams, and classrooms.**
Challenging	**Inspires members of the district to do great things and achieve a higher level of expectations and standards.**
Unique & Memorable	**Highlights what makes sthe district different and why it matters.**
Inspiring	**Appealing and engages everyone to commit to a cause.**

Activity Two Part B: Explore a great example of a Preferred Future Statement: Illinois State Board of Education Vision 2030	
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 identify, *has equal access to a quality education.* We will do this through the following priorities:** • **Student Success** • **Educator Excellence** • **Accountability** • **Finance & Funding**
Core Values	✓ **High Expectations and Quality** ✓ **Shared Accountability** ✓ **Innovation** ✓ **Equity** ✓ **Transparency** ✓ **Continuous Improvement** ✓ **Partnerships**
This 2030 Vision was just announced by the state board in October 2024.	

Activity Two Part C: Review Hopes, Dreams, and Aspirations of Athletes and Parents of Athletes Interviewed by the Athletic Director	
Athletes Hopes, Dreams, and Aspirations for 2030	**Parents Hopes, Dreams, and Aspirations for 2030**
• **Additional sports offerings** • **More strength equipment**	• **Less travel time**

• **Strength and conditioning coach** • **More frequent uniform updates** • **Training room** • **More strength equipment** • **Another gym for practice** • **Improved non-verbal communication between coaches and athletes** • **Physical therapy trainer/ expanded access** • **Personal communication with coaches** • **Recovery space** • **More equipment** • **More conference teams** • **Promotion of events/more fans** • **Sponsoring uniforms** • **Team representation at all sporting events**	• **Better transportation for games 1 hour away or more/ Charter bus for long trips** • **Additional facilities** • **Conference and relationships to crowd/pride** • **Conference stability** • **Physical trainer/therapist** • **Clear roles/responsibilities up to date between athletes and coaches** • **Improved sportsmanship by all** • **Nutrition** • **Warm ups and better uniforms**

Activity Two Part D: Review Hopes, Dreams, and Aspirations of the Athletic Department Strategic Plan Team

Table 1	Table 2	Table 3
• **Strength & Conditioning** • **Academic Support** • **Feeder elementary district/school collaboration** • **Quality pre-game/post-game meals** • **Expanding game experience- announcers, lights, fan fair, etc** • **Indoor softball and baseball facilities** • **Clubhouse/locker room for softball and baseball** • **Better transportation for game over 1 hour away**	• **Student preparation for college athletics and academics** • **Consistent collaboration between all coaches department wide** • **Larger indoor practice facilities** • **Closer conference teams/ location relative to Carbondale** • **Partnership with feeder school coaches and leadership**	• **Strength and conditioning coach full time** • **Updated facilities** • **Full time physical trainer** • **Multiple purpose facility** • **Update/renovate Fralish/Superblock** • **Increase financial resources/grant writer**
Table 4	**Table 5**	**Table 6**
• **Charter bus for long trips** • **Facility upgrades** • **Improved conference** • **Strength and Conditioning Coach and more time/schedule** • **Quality coaching** • **5th 6th grade sport** • **Nutrition** • **Uniforms**	• **Business sponsorship of uniforms** • **Full time Strength & Conditioning coach** • **Terrier Dome (rec center)** • **Stable conference through enrollment sizes and proximity**	• **Strength and conditioning** • **Facilities/availability** • **New conference** • **Cleanliness of facilities** • **Athletic training facilities** • **Athletic PE for athletes only required**

Activity Three: Share Key Concepts from the Homework Assignment

Wellbeing is an active, lifelong process of learning what makes you feel balanced and well in all areas of your life. It's educating yourself about the ways in which you can access resources that contribute to your overall satisfaction, regardless of ups and downs. It's about how you feel.

Dimensions of Well Being:

Core Needs: Think about Maslow's Hierarchy of Needs. A human has some physiological needs in order to survive — core needs such as food, shelter, and safety. Humans also require connection with other humans, as well as the opportunity to learn and the potential to fail.

Emotional: It is having self awareness by knowing your limits, knowing when to press pause and knowing when to seek support, either from a friend or professional. Staying in tune with your emotions helps you manage stress and foster your mental health so you can bounce back from challenging moments and maintain balance. When you feel better, you perform better- not just academically, but in all areas of life.

Physical: It involves focusing on habits that promote physical health, like sleep, exercise, nutrition, sexual health, and making safe decisions about substance use. It's knowing how to navigate healthcare and understanding what your body needs, not only when you are sick, but also to prevent illness and injury.

Environmental: It involves noticing and understanding how our surroundings impact our thoughts and feelings, and also how our actions impact our surroundings so we can make decisions that promote sustainability and respect for our community.

Social: Community is made up of the people around you; your peers, mentors, faculty, family and colleagues. It is having a sense of belonging while valuing diversity. It involves communication, navigating conflict, boundary setting, and mutual respect regardless of our differences.

Intellectual: Intellectual wellbeing is fostered by challenging yourself and treating setbacks as opportunities for growth and development. Inside or outside the classroom, seeking opportunities to stretch your thinking benefits intellectual wellness. Self-awareness about how you learn and study best also supports your intellectual wellbeing.

Financial: It's not about getting rich quick. It involves spending in a way that aligns with your

Evanston Township High School is a top rated, public school located in Evanston IL. It has 3,691 students in grades 9-12 with a student-teacher ratio of 14 to 1.

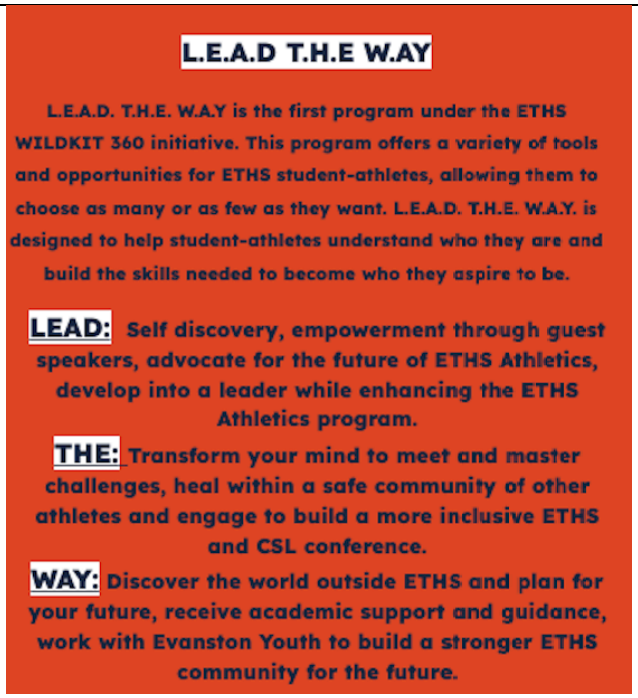


Grad Rate 93%
Average SAT 1230
Average ACT 29
AP enrollment 29%
Reading proficient 48%
Math proficient 47&
35% Free and Reduced Lunch Population
84% students feel safe at school
79% students say they like their school and are happy
82% students and parents feel competitive
82% feel students are artsy and innovative
87% feel students are very athletic
96% students feel there are lots of clubs and activities and a good array of sports offerings for boys and girls
64% students and parent feel clubs and athletics have the funding their need
89% students and parents agree that teachers generally care about their students
82% students and parents agree that teacher lead and generally control behavior in the classroom
77% students and parents agree that teachers generally give engaging lessons.

Investigate Project Lead the Way for ideas about a support system for athletes

values, and making sure you're educating yourself on best practices when it comes to earning, saving and investing.

Spiritual: It's about participating in traditions or rituals from your own practices that amplify your wellbeing. It's living with intention and presence, which informs your world view and allows you to process what happens around you.



How Do Sports Help Students Academically

People, especially if they haven't played sports before, often don't realize that playing sports provides many **benefits and positive effects** on academic and overall well-being.

Benefit #1: Increased Concentration and Cognitive Resources Exercise of any kind can increase blood flow to the brain, which helps the body build more connections between nerves. Moreover, by strengthening these connections, individuals see increased concentration, enhanced memory, stimulated creativity, and better-developed problem-solving skills.

Benefit #2: Interpersonal Skills As such, student-athletes learn and develop, foster, and build essential interpersonal skills such as leadership, time management, and working with others to achieve common goals. Athletes can transfer these skills and solid work ethic from the classroom to their future careers as they engage in lively exchanges with professors or group projects with their peers.

Benefit #3: Psychosocial Sports allow individuals to connect with others and be a part of a team and community. Furthermore, being in a community with others with similar interests and goals makes students feel less alone, resulting in higher self-esteem, efficacy, and self-worth.

Benefit #4: Academic and Financial Assistance College can be overwhelming, especially for student-athletes managing their coursework with

Neuqua Valley High School is a top rated, public school located in NAPERVILLE, IL. It has 1,324 students in grades 9-12 with a student-teacher ratio of 15 to 1.



Grad Rate 93%
Average SAT 1330
Average ACT 29
AP enrollment 44%
Reading proficient 68%
Math proficient 63%
8% Free and Reduced Lunch Population
90% students feel safe at school
82% students say they like their school and are happy
92% students and parents feel competitive
83% feel students are artsy and innovative
93% feel students are very athletic
97% students feel there are lots of clubs and activities and a good array of sports offerings for boys and girls
71% students and parent feel clubs and athletics have the funding their need
86% students and parents agree that teachers generally care about their students

practice and game schedules, hence why many colleges and universities offer special tutoring and study sessions in conjunction with their student support services as an extra way to help, motivate, and boost an athlete's academic performance. While playing sports can be challenging as athletes manage their multiple responsibilities, the beneficial effects on student's academic performance, physical health, and strength of social bonds reveal how valuable sports programs can be Playing sports helps your brain grow alongside physical fitness, allowing it to work better to solve problems, leading to higher academic performance and overall quality of life.	86% students and parents agree that teacher lead and generally control behavior in the classroom 82% students and parents agree that teachers generally give engaging lessons.
To help practitioners integrate skills into the teaching of key academic subjects, the Partnership for 21st Century Learning (P21) has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies. **The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the knowledge, skills, and expertise students should master to succeed in work and life in the 21st century.** • **Key subjects and 21st century themes** • **Creativity and Innovation** • **Critical Thinking and Problem Solving** • **Communication and Collaboration** • **Information, Media, and Technology Skills** • **Media Literacy** • **Life and Career Skills** • **Initiative and Self-Direction** • **Flexibility and Adaptability** • **Social and Cross-Cultural Skills** • **Productivity and Accountability** • **Leadership and Responsibility** Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional	**Site Visit C: Belvidere High School** **Belvidere High School is a highly rated, public school located in BELVIDERE, IL. It has 1,472 students in grades 9-12 with a student-teacher ratio of 15 to 1.**  Grad Rate 91% Average SAT 1140 Average ACT 26 AP enrollment 25% Reading proficient 23% Math proficient 25% 8% Free and Reduced Lunch Population 83% students feel safe at school 74% students say they like their school and are happy 94% students and parents feel competitive 68% feel students are artsy and innovative 91% feel students are very athletic 82% students feel there are lots of clubs and activities and a good array of sports offerings for boys and girls 56% students and parent feel clubs and athletics have the funding their need 69% students and parents agree that teachers generally care about their students 74% students and parents agree that teacher lead and generally control behavior in the classroom 69% students and parents agree that teachers generally give engaging lessons.

development, and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.	

Activity Four: Updating Athletic Department Mission

Current Mission	Criteria for a Great Mission Statement
The primary purpose of our Athletic Program is to develop individuals who would be considered "winners". The individuals who are "winners" will be useful and loyal members of society, will desire to achieve excellence, and will strive to live a healthful and purposeful life, have a deep respect for their fellow persons and willing to make personal sacrifices for the benefit of the majority. Probably the most important factor is that a "winner" is willing to live by high moral codes. Athletes are challenged in athletics to become "winners.	**The mission pillar asks 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.** **<u>Criteria for evaluating or writing a mission statement</u>** ✓ Is it clear and understandable? ✓ Is it brief enough for most people to remember and say in one breath? ✓ Does it clearly specify the 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 district? ✓ Is it energizing and compelling? Does it motivate and inspire employee commitment? ✓ Does it say what you want your district to be remembered for?

Future Mission Key Ideas

Table 1	Table 2
Provide athletes a personal pathway to become leaders and champions in the classroom, on the field, and in life. **Build leaders and champions who compete in the classroom, on the field and in life.** **Provide athletes a championship level foundation to achieve a winning culture.** **Promote high expectations through exemplary leadership to achieve leaders and champions.** **Ensure a productive future in the classroom, on the field, and in life**	**To provide excellence, integrity, and teamwork empowering student athletes to excel on and off the field.** **Ensure every student athlete develop the mental, moral, physical and social skills to excel on and off the field and for lifelong success.** **Promote physical fitness, teamwork, sportsmanship, healthy competition, and academic growth.**
Table 3	**Table 4**
Provide the student athlete a pathway to individual growth to further their interests. **Provide the student-athlete with the opportunity for individual growth outside the. classroom**	**Inspire and empower athletes by providing lifelong lessons in sportsmanship, teamwork, perseverance, commitment, responsibility and leadership skills.**

Provide the student-athlete with the attributes needed to become productive citizens **Promote a healthy and responsible competitive environment to student athletes** **Provide a personal pathway for our student athletes to further their personal and academic growth**	**Through engaging and collaborative experiences, we aim to foster growth, build strong character, and cultivate a community of future leaders who value integrity, resilience, and respect.**
Table 5	**Table 6**
Terrier athletics is dedicated to developing well-rounded student athletes who embody excellence in all aspects of life, academically, athletically, and personally.	**Provide student athletes with lifelong lessons in mental toughness, building interpersonal skills and developing character to ensure a productive future.**
FACILITATOR CONSENSUS DRAFT MISSION	
Provide athletes a personal pathway to become leaders and champions in the classroom, on the field, and in life. **Cultivate excellence, integrity, and teamwork empowering student athletes to excel on and off the field.**	

Activity Five: Updating Athletic Department Vision	
Current Vision	**Criteria for a Great Vision Statement**
Athletics are an integral part of our American culture. Each student-athlete at Carbondale Community High School will develop positive attitudes and traits to prepare them to be positive citizens in the future. ● They must offer students the ability to appreciate the value of discipline and dedication. ● They must provide a means of teaching desired values and goals that can aid in developing individuals into positive citizens in society. ● They must provide a positive arena to help out athletes learn the meaning of teamwork and develop a great work ethic, which will be a positive asset to their future. ● They must ensure the opportunity for participation in a wide variety of student-selected activities as a vital part of the student's educational experiences.	**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 help their district will become.** Vision provides a sense of direction and a basis for assessing both the current reality of the district and potential strategies, programs, and procedures to improve upon that reality. **A vision:** ● Describes where the organization wants to be, typically three to five years in the future. Focuses on the district's "North Star." ● Vividly captures the organization's "picture of the future". ● 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." **<u>Criteria for evaluating a vision statement:</u>**

	✓ 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?
Future Vision Key Ideas	
Table 1	**Table 2**
Provide an athletic program that is a source of pride and is a connective rallying point for the Carbondale community. **To provide a source of pride through success and competitive achievement in athletics, academics, and life.** **To provide a competitive athletics program that promotes sportsmanship, academic and athletic achievement instilling pride in the overall success of our student athletes.**	**To be a leading high school athletic program that inspires excellence, cultivates character, and unites the community through the power of sports.** ✓ **Athletic excellence** ✓ **Character development** ✓ **Academic success** ✓ **Community engagement**
Table 3	**Table 4**
Be an athletic program that is a source of pride that strives for excellence in the classroom and on the field by providing our student athletes support in their physical, mental and emotional well-being while preparing them for their future after graduation. ✓ **Field athletic teamwork which consistently achieves success** ✓ **Develop personally responsible student athletes with a growth mindset.** ✓ **Promotes academic achievement stressing an education-based interscholastic athletic program.**	**Promote academic achievement, athletic excellence, positive sportsmanship and upstanding citizenship by providing the highest quality education-based interscholastic athletic program:** ✓ **Physically ready** ✓ **"Whole" student athlete ready** ✓ **Life skills and character ready** ✓ **With the opportunity to participate, learn, and grow.**
Table 5	**Table 6**
Provide an athletic program that gives student-athletes the opportunity to develop physically, mentally, and socially: ✓ **Field athletic teams which consistently perform successfully in conference and state competitions** ✓ **Promote academic success within student athletes while promoting leadership and personal achievement** ✓ **Ensure student athletes mental toughness by promoting healthy lifestyle habits and supporting positive social interactions.**	**Terrier athletics is dedicated to developing well-rounded student athletes who embody excellence in all aspects of life, academically, athletically, and personally.** ✓ **Offer students the ability to appreciate the value of discipline and dedication** ✓ **Provide a means of teaching desired values and goals that can aid in developing individual into engaged, productive members of society** ✓ **Provide a culture that fosters the importance of teamwork and developing a strong work ethic**

	✓ **Ensure the opportunity for participation in a wide-variety of student-selected activities as a. vital part of the student's educational experiences.**
FACILITATOR CONSENSUS DRAFT VISION	
Provide an athletic program that is a source of pride and is a connective rallying point for the Carbondale community through: ✓ **Academic Success** ✓ **Athletic Success** ✓ **Coaching Excellence** ✓ **Responsibility & Accountability** ✓ **Community Engagement** ✓ **Finance & Funding/Resource Support**	**Be an athletic program that is a source of community pride that strives for excellence in the classroom and on the field by providing our student athletes support in their physical, mental and emotional well-being while preparing them for their future after graduation.** ✓ **Develop personally responsible student athletes with a growth mindset.** ✓ **Field athletic teamwork and a strong work ethic that consistently achieves success** ✓ **Promote academic success within student athletes while promoting leadership and personal achievement**

Activity Six: Updating Athletic Department Core Values	
Current Core Values	**Criteria for a Great Core Values**
Current Core Values ● Adhere to good conduct and character ● Engage the mind and body ● Elevate the spirit and the integrity ● Stimulate the best effort ● Commit to excellence ● Put team above self ● Be modest in victory, accepting of defeat	**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, guiding principles defining a code of conduct and behavior.** **<u>Criteria for evaluating a core value or belief:</u>** ● 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? ● 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?

Future Core Value Ideas	
Table 1	**Table 2**
Go Terriers! **Teamwork** **Energy** **Respect** **Responsible** **Integrity** **Excellence** **Resilience** **Sportsmanship** **RAISE THE BAR** **R** **A** **I** **S** **E** **HEART OF A TERRIER** **H** **E** **A** **R** **T**	**Academic excellence** **Championship mentality** **Physical health and injury prevention** **Long-term success** **Character development** **Discipline** **Attitude of success**
Table 3	**Table 4**
Commit to academic excellence **Character** **Honor** **Safe competition** **CCHS R.I.S.E. above** **Respect** **Integrity** **Sportsmanship** **Energy**	**Community & Collaboration** **Commitment & Character** **Humility & Hard Work** **Sportsmanship & Self-Discipline** **Achievement & Accomplishment** **Determination and Desire**
Table 5	**Table 6**
Discipline **Academic excellence** **Winning** **Goal Oriented** **Sportsmanship**	**TERRIERS ARE GREAT!** **Good conduct and character** **Respectful with resilient sportsmanship** **Equity and energy** **Academic excellence** **Tenacity and Timeliness**

FACILITATOR CONSENSUS DRAFT CORE VALUES		
Go Terriers! **Teamwork**	**TERRIERS ARE GREAT!**	**Community & Collaboration**

Energy **Respect** **Responsible** **Integrity** **Excellence** **Resilience** **Sportsmanship**	**Good conduct and character** **Respectful with resilient sportsmanship** **Equity and energy** **Academic excellence** **Tenacity and Timeliness**	**Commitment & Character** **Humility & Hard Work** **Sportsmanship & Self-Discipline** **Achievement & Accomplishment** **Determination and Desire**