



West Chicago High School District 94 Participant Handout for the Vision Retreat

*Date: December 19, 2024
9:00-3:00*

Vision Retreat Participant Handout

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

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

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

Core Values	The district's beliefs and principles that articulate the culture of the organization. These are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.
Mission	The district's purpose is described in the language of the business, including who is served and what products, programs and services are provided to customers and stakeholders.
Portraits	Also known as a Graduate Profile, Portrait of a Learner, Habits of Success, Lifelong Learning Standards, Educator Portrait, Leader Portrait, Parent Portrait, and System Portrait , this vision describes the skills and competencies that a community agrees its stakeholders need to thrive in learning, work, and life.
Strategic Theme	Three of four strategic focus areas that build on the customer value proposition to define the organization's high-level business strategy; breaks down the vision and mission into action and focuses energy on desired strategic results.

Vision	A vivid, emotionally inspiring, time-specific picture of a future to which the organization aspires. A description of how the district will look, sound and feel differently that it is today.
Vision Result	An achievable stretch target identified in order to measure the success of an organization's vision statement. Sometimes this is referred to as a Preferred Future Statement

Strategic Foundation or Preferred Future

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

Mission		Motto
Vision- North Star		
Graduate Portrait	Adult Portrait	System Portrait
Core Values		

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.

Activity One: 45 Minutes Review feedback from the of Data Retreat’s SWOT Analysis: Identify the top ten strengths, top ten weaknesses, top ten opportunities, and top ten threats.

SWOT	Feedback	Revisions
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? • Facilities • Sense of community • Fiscally sound • Dedicated and committed staff • Academic supports • Diversity • Athletics and Activities • Academic supports for students • AP course offerings and test scores • Technology	All groups can support strengths listed Suggested new strengths: ○ Students showing kindness and humanity ○ School Board ○ Partnership with TCD ○ Wide range of course offerings	
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? • Student achievement • Achievement gaps • Attendance & absenteeism	All groups can support weaknesses listed Suggested new weaknesses: ○ Utilization of available technology ○ Internal use of data ○ School spirit ○ Lack of Goal development	

• Staff compensation • Parent engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • Feeder elementary district communication and collaboration	○ Students seeing the inherent value of education ○ Clerical support for teachers ○ Student engagement, ownership, self-efficacy ○ Student Behaviors/discipline ○ Staff engagement in decision-making ○ Student well-being	
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. • Community engagement and partnerships • Becoming more proactive than reactive • Becoming data informed • Exploring more staff supports for innovation and effective instructional practices • Pathways to the trades and careers	All groups can support Opportunities listed. Suggested new Opportunities ○ Learning-centered vision ○ Security guards more engaged with students ○ Lower priced food options ○ Effective use of technology ○ Instructional tools and use of assistive technology ○ Curriculum updates, growth, Progress ○ Student well-being, social and emotional support ○ Nutrition, healthy food choices	
THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?	Board, District admin and Students can support all Threats listed. Staff and Building Admin can support	

What do we have little control over that might impact our resources? • Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change	all but resistant to change Suggested new Threats ○ Changing political climate in our country ○ Rising violence outside of school and safety ○ Rising cultural tensions within our changing community ○ Reputation with outside perceptions ○ Cell phone policies and practices ○ Artificial Intelligence ○ Remedial courses in post- secondary education	
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Activity Two 45 minutes Part A 5 minutes: Characteristics of a Preferred Future Statement

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

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

Which of the 8 Characteristics resonates best with you?

Activity Two Part B 15 minutes: Investigating a great Preferred Future Statement

Illinois just unveiled its Vision 2030 at the school board conference in Chicago on November 22. Let's use it to better understand the components of a great vision statement.

Component	Statements
Vision 2030 Goals/Priorities Vision 2020, the first-of-its-kind blueprint for public education in Illinois sparked legislative action on school funding, teacher recruitment policies, college and career readiness, and the state's accountability model.	In the aftermath of the COVID-19 pandemic, the landscape of public education has been significantly altered, presenting immense challenges and prompting increased scrutiny. Anew vision was needed to propel Illinois forward in designing a system that better serves the needs of diverse learners, attracts new people to the profession, enhances student opportunities, and continues the state toward long-term predictable funding. Vision 2030 partners encourage the General Assembly, the Governor, and all stakeholders to review this Policy Framework and begin to take action to build an even brighter future for Illinois students.
Future Focused Learning • Promote future driven skills that allow for more college and career exploration • Enhance student safety and well-being • Attract and retain a high- quality educator pipeline • Promote curriculum and instructional flexibility to meet the unique needs of local communities.	Do these priorities for Goal One of the 2030 Vision fit our needs?
Shared Accountability • Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time • Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success. • Reform the mandate process to ensure implementation procedures that promote flexibility and local decision	Do these priorities for Goal Two of the 2030 Vision fit our needs?

making.	
Predictable Funding • Protect the integrity and funding of the evidence-based funding formula. • Strength public education through pension reforms • Establish equitable statewide funding sources for capital and safety needs Enhance financial flexibility for all school districts.	Do these priorities for Goal Three of the 2030 Vision fit our needs?

Activity Two Part C 15 minutes: Greatest Hopes, Dreams, & Aspirations for the Future

Hopes, Dreams, & Aspirations Things to Change Ideal School System Look Like
Empty space for student input

Activity Two Part D 10 minutes:

Team will examine educational research about the future and what’s ahead for public education.

Ideas to Remember

Activity Three 45 minutes: Investigating a great Preferred Future Statement

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

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

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

Activity Three: Homework Article/ Site Visited	Key Ideas that MIGHT Contribute to OUR VISION
A: Reimagine Green Dot Public Schools Strategic Plan Our plan builds on Green Dot’s foundations of academic rigor, developing leadership skills, and nurturing young minds. Key levers include ensuring academic rigor for all scholars, accelerating	Four Pillars: College Ready Learners, Highly Effective Team Members, High Quality Replicable Model, Engaging Families and Community. Key Levers (Strategies) for each Pillar Why this Matters for each Lever Key Measures of Success for each Lever Resources for each Lever (research-based instructional practices

learning, amplifying the assets and needs of Black scholars, and empowering purposeful college and career pathways	
A: Animo City of Champions High School	
B: Design Principles for XQ Schools The XQ Design Principles can guide any school community that's ready to rethink high school. These research-backed principles are foundational to the XQ school design process, which has been used by teams across the country to redesign their existing schools or design new ones, so all students achieve the XQ Learner Outcomes	Design Principles for XQ Schools and XQ Learner Outcomes 1. Strong Mission and Culture 2. Meaningful, engaged Learning 3. Caring, trusting Relationships 4. Student Voice and Choice 5. SMART use of time, space and technology 6. Community Partnerships
B: Calvin Coolidge High School	
C: Reimagine America's Schools Our national design teams collaborate directly with decision-makers to co-create spaces for next-generation	Reimagine America's Schools works with schools and educators to ensure that the learning environment aligns with the progressive approaches to education that meet students where they are. Design Principles 1. Operate with a culture of Innovation

learning skills, including personalized, project-based, STEM, STEAM, and maker-centered programs.	2. Open to charting new paths forward to empower and equip all students for a fruitful and fulfilled life ahead 3. Invested in and committed to school design as a lever for change. 4. Willing to commit time and senior staff to fully engage in the Reimagine America's Schools program. 5. Have a construction program underway or soon-to-be underway.
C: Dakota Ridge High School	

Activity Four: Mission. 30 Minutes

BUILDING ON OUR CURRENT MISSION STATEMENT

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

A mission:

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

Activity Five: Mission and Motto

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. This clarity of purpose can help establish priorities and becomes an important factor to guide decisions.”

Current District Mission: Promote and provide high expectations through growth experiences in LEARNING, LEADERSHIP and LIVING.

Current District Motto: Learning, Leading, Living

Criteria for evaluating or writing 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 fundamental purpose?
- Does it 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 District Mission Ideas:

- Every student graduates ready to Learn, Lead, and Live in a global community.
- Through high expectations and growth experiences, all students will graduate ready to Learn, Lead, and Live in our ever-changing global society.
- CHSD94 works as a team to provide the resources necessary to provide for our learners a world-class education.
- CHSD94 strives to be the heart of learning, caring and support for our community.
- Empower self-directed learners to become confident, competent, innovative students.
- Cultivate a community of lifelong learners who strive for excellence.
- Ignite students to be ready to be successful, courageous, productive contributors to our world.
- Ensure a pathway to assist each learner achieve their educational and personal goals leading to a successful future.
- Empower all students to embrace learning, achieve their personal best and build their emotional social and physical well-being.
- Create the leaders of tomorrow by equipping students with the skills required to succeed in the 21st century.

Your ideas: Words, Phrases, Sentences (Strong verbs, nouns, adjectives)

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Activity Five: Vision 45 Minutes

BUILDING ON OUR CURRENT VISION STATEMENT

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

A vision:

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

Activity Six: Vision		
The vision pillar asks “What?”—that is, “What must we become in order to accomplish our fundamental purpose?” In pursuing this question, the district attempts to create a compelling, attractive, realistic future that describes what they hope their district will become. Vision provides a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality. Current District Vision: If there are no expectations, there will be little performance. Community High School District 94, through its mission, is committed to holding high expectations for students, staff and	Criteria for evaluating or writing a mission statement • Does it manifest our mission? • Is it concise and compelling? • Is it inspirational? • Does it communicate promise? • Does it create an image of something that cannot be seen today, but is possible tomorrow? Future District Vision Ideas: Build the foundation to create better classrooms and build more opportunities for our scholars and families in their pursuit of success in college, leadership, and life. • We will outperform the state in preparing college graduates. • We will support the needs of every student through innovative and engaging practices. • We will make Community High School District 94 the best place to do inspirational and relevant work. • We will develop and retain highly qualified staff who are empowered,	Your ideas: Words, Phrases, Sentences (Strong verbs, nouns, adjectives)

community. High expectations are set forth in the vision statement: For Learning, Leading, and Living the district has documented expectations for students, for the school and for the community.	appreciated, and successful in their roles. • We will enlist parents and the community as partners who strongly recommend and support our school. Create a school where exciting, rigorous teaching and learning happen-by design. • <u>Strong mission and culture</u>—A clear set of school values that unify stakeholders around a common purpose. • <u>Meaningful, engaged learning</u>—Interdisciplinary and engaging strategies that help students develop content knowledge and complex skill. • <u>Caring, trusting relationships</u>—Personal connections between students and adults, and between students and their peers, to help them develop holistically. • <u>Youth voice and choice</u>—Authentic, ample opportunities for students to build autonomy, develop agency, and develop their identities. • <u>Smart use of time, space, and tech</u>—Nontraditional approaches to when, where, and how students learn. We make and enable connections—of people, time, space, ideas, and resources—to empower student success. • Respecting and cultivating the learner’s agency with regard to their own learning and life. • Ensuring that each learning experience is relevant, contextualized, and personalized. • Socially embedding each Learning Journey within a nurturing community of learners and adults, characterized by trusting, stable relationships, and including and valuing learner’s families as key stakeholders in their journeys. • Opening the walls to leveraging myriad places and options for where, when, and with whom learning happens, unconstrained by a particular location or time of day. • Developing the learner’s capacity to interact with the world (competency building), rather than merely knowing about the world (knowledge building).	
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Current Vision expectations:			
Expectation	Students who ...	A school that ...	A community that ...
Learning	• accept and value responsibility for their own work. • seek to avail themselves of as many quality learning experiences as possible.	• promotes doing different things, in different ways, at different times to achieve a common goal. • provides students with opportunities to make decisions about their own learning. • informs students of the kinds of behaviors, expectations, standards and work products that are sought. • tailors programs to the interests, abilities and needs of students. • provides programs that are truly unique, of exceptional quality and exemplary within and outside the local school community. • hires staff who value and pursue excellence in their own personal and professional lives. • perceives changes in technology and society as opportunities to improve, sometimes dramatically, the way instruction is packaged and delivered for the benefit of students.	• bases all decisions on the interest, welfare, learning and growth of students. • promotes an understanding of why and how learning is critical to a student's future and life satisfaction. • provides equipment, materials and educational resources consistent with the pursuit of excellence and District resources. • stays current, challenging and consistent with, and connected to, the real world.
Leading	• take full responsibility for their conduct. • conduct themselves in a manner that protects the safety as well as the physical, emotional and social well-being of all.	• holds students accountable for work, expectations, respect and actions. • complies with the requirements set forth by the various governing bodies in education.	• maintains a vigorous interest in public education and provides resources to accomplish publicly-endorsed goals and objectives.

	• give time and talent to serve the school community. • practice good citizenship.	• demonstrates teamwork and provides opportunities for student teaming and leadership. • serves as a community resource. • encourages participation and leadership development in and beyond the classroom. • celebrates leadership success. • accommodates leadership programs and promotes instructional flexibility. • values and appreciates leadership excellence in all staff roles.	• invites parents to challenge and encourage their students to achieve at a high level, continually reinforce their efforts and praise them for quality work.
Living	can function successfully and constructively in a global society. • choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society.	• gives students choices from creative, innovative and progressive learning opportunities. • encourages and models life-long learning. • gives students choices about learning opportunities in the academics, the arts, social skills, character development and extracurricular activities.	• respects and values people of all racial, ethnic, cultural, religious and socioeconomic heritages. • understands, appreciates, values and respects the uniqueness of life and individual potential. • relates to all others in a positive and respectful manner. • appropriately recognizes, appreciates and celebrates differences.

Activity Four 75 minutes: Graduate, Educator, and System Portraits

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

Criteria for evaluating or writing a Graduate Portrait

- 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 it 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?

The Graduate Portrait envisions the outcomes for students—the community’s aspirations for what graduates will know, be, and be able to do to thrive in their lives and careers. While this is an aspirational picture of what we strive to support in all students, the portrait needs to be broken down into snapshots of a learner on a successful growth path. Circle two in each of the three columns. Circle 4 more from any column. You will identify 10 total

Learning Skills	Literacy Skills	Life Skills
Critical & Creative Thinking	Problem-Solving, Decision-making	Flexibility & Agility
Communication & Collaboration	Literacy – Listening, Reading, Speaking & Writing	Leadership
Data Analysis & Reporting	Information	Physical, Emotional, & Social Skills
Innovation and Future Orientation	Media	Self-awareness & Confidence
Continuous Improvement	STEM- Science, Technology, Engineering and Mathematics	Empathy & Perseverance
Teamwork and Engagement	Civic Literacy	Global Citizenship
Responsibility & Accountability	Tech Literacy	Cultural Proficiency & Awareness

The Educator Portrait articulates the qualities that the adults working in the school district will exhibit to promote each student’s journey toward realizing the Graduate Portrait. This Educator Portrait applies to all adults working in the school district, not just teachers, because every adult’s work supports student success. Circle two in each of the three columns. Circle 4 more from any column. You will identify 10 total

Learner	Workplace	Life
Critical Thinking & Problem Solving	Leadership & Management	Lifelong learner
Constructive Coach providing Feedback	Exploit Technology to Support Learning	Mindfulness & Stress Management
Student-centered	Time Management	Ethical Decision-maker
Relevancy & Engagement	Conflict resolution	Agility & Adaptability
Teach for Transfer of Learning	Love for teaching	Accessing and Analyzing Information
Learn HOW to Learn	Teamwork & Collaboration	Creativity & Innovation
Student Innovation and Creativity	Oral and written Communication	Empathy & Perseverance
Meaningful Assessment	Timely Differentiated Instruction & Support	Listening, Learning, Responding

The System Portrait focuses on creating the conditions that will enable Santa Clara Unified School District students and adults to thrive and grow, guided by the core values. For students and adults to reach their Graduate and Educator Portraits, the system must be designed to support their work. A system is made up of an interconnected set of elements that includes an organization’s structures, supports, standards, agreements, incentives, and cultures. Circle two in each of the three columns. Circle 4 more from any column. You will identify 10 total

Learner	Workplace	Life
Personalized learning	Rethink Educator roles	Equity, Diversity, & Inclusivity
Responsibility for their Learning	Use Curricula to Create Opportunities for Student Agency	Value relationships & safety
Inquiry-based or Project-based learning	Demonstrate Visionary Leadership	Make connections
Use Technology Wisely	Measure Learning and Efficacy	Ensure partnerships through engagement & collaboration
Opportunities to exhibit of Present	Ensure Professional Learning is Relevant	Believe in Continuous Improvement
Promote Learner Interests, Voice, and Choice	Promote Innovation and Real- World Relevance	Cultivate healthy, positive Mindsets
Ensure Ambitious Instruction	Hire, Retain and Develop excellent Employees	Value fiscal health and stewardship

Activity Six: Core Values. 30 Minutes

Aligning Beliefs/Values/Collective Commitments to Mission and Vision

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

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

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

Core Values:

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

Activity Seven: Core Values		
The Core Values pillar asks, the question, “How must we behave to create the district that will achieve our purpose?” The values pillar, identifies our beliefs and then clarifies those beliefs through collective commitments. In answering the question, educators shift from offering philosophical musings on mission or the shared hopes for the district of the future to making commitments to act in certain ways.	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?	Your ideas:
Current District Core Values: Learning Challenge Through Programs Hold High Expectations Structure Student Options Leading Contribute to the Common Good of School & Community Help Students Participate Seek Self-Discipline Living Cultivate Diversity Honor Others Stress Responsible Student Choices	Future Core Value Ideas: WCCHS raises these Core Values (R.A.I.S.E.S.). Respect & Trust Academic Excellence Integrity & Character Sense of Belonging Equity & Accountability Self-Awareness & Safety Do everything with HEART: HUMBLE: Serve others, life-long learners, placing others’ needs above one’s own. EXCELLENCE: To be the best person, teammate, & program you can be. ACCOUNTABILITY: We will be willing to accept the responsibility of being held to the highest standards as an individual and group. RESPECT: We see everyone as an equal with acceptance and honor. Treat others and things the way you would want you and your possessions treated. TENACITY: Determined to break through challenges, allowing failures to make one stronger and resilient. D94 fosters: Commitment & Engagement Clear Communication and Effective Collaboration Excellence through Continuous Improvement & Stewardship Innovation, Relevance, & Readiness Connected Families and Collaborative Community commits to these Core Values Safety and Well-Being Healthy, Trusting Relationships	

	Diversity, Equity, Inclusion	
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15 Core Values that Make a Difference Which are Core to you?	
Core Values	Description
Excellence through Continuous Improvement & Stewardship.	We are unwavering in bettering ourselves and our students by setting aggressive but achievable growth goals. We believe that achieving high performance, reaching full potential, and making effective use of our resources comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results.
Connected Families & a Collaborative Community	We believe that family and community action is essential to achieving our vision. We promote powerful partnerships with families and our communities that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for their future. We strive to deepen our shared commitment to success.
Innovation, Relevancy, & Readiness	We believe that preparing our students and educators to thrive requires a culture of creativity and innovation. We are forward looking and future ready. We are constantly developing new technologies, solutions, and workarounds that can change the world. We seek and create new tools and technique that facilitate and encourage cutting-edge innovation for optimal student learning.
Healthy Relationships to Ensure Trust, Respect & Engagement	We cultivate relationships and partnerships that empower others and ourselves to be our best. We place consistent emphasis on getting to know students both inside and outside the classroom, and on building positive relationships among students and between students and adults.
Diversity, Equity, Inclusion, & Cultural Competence	We honor differences. We build an inclusive learning and working environment welcoming to people of all backgrounds. We give all students opportunities to build their identities as learners and develop the capacity for agency and autonomy. We ensure rigorous outcomes for all students. We believe that everyone has value and deserves to be treated respectfully.
Clear Communication & Effective Collaboration	We value being heard and making sure we hear others. We place importance on forming and maintaining relationships with stakeholders through conversation and engagement. We commit to working together towards a common goal. We value teamwork and shared decision-making.
Safety & Well-Being	We recognize the importance of safety and well-being. Empathy and respect lead to a kind and caring environment, enabling staff and students to build strong support systems and foster mutual well-being. Students need a social, emotional, and health support system to ensure academic excellence.
Learning for All	We display an ongoing commitment to learning and self-improvement for our students, stakeholders, and ourselves. We provide an environment to prepare our students for their future by instilling 21 st century learning skills. We promote a culture that offers various academic opportunities to guide students in their pursuit of post-secondary career goals.
Challenge the Status Quo	We respectfully challenge the status quo by seeking more effective ways to accomplish goals and improve performance. We see failure as an opportunity to learn from past results and continue to learn and grow. We make the impossible possible. We have a continuous improvement mindset.
Caring People Relationships	We support each other's efforts, are loyal to one another, and care for each other, both personally and professionally. We recognize the contributions of each team member. We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.
Visionary Leadership	We promote an advocate for the mission, vision, and goals, and demonstrate the way to achieve them in a long-range, strategic manner. We form and articulate a clear picture for the future. We are action oriented and take calculated risks to improve performance. We accept responsibility for leadership.
Customer Satisfaction	We commit to a culture where excellent service is expected and delivered by all employees. We seek feedback to know what our customers value and need. We are good listeners. We actively seek the input of all customers and stakeholders. We use discretion with confidential matters. We demonstrate a friendly, helpful, and responsible attitude to all stakeholders and customers. Voice is important to us.
Results/Data Driven	We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success. We set high goals and work relentlessly to achieve them. We know our impact and strive to grow and make a difference. We balance analysis, wisdom, experience, and perspective when making decisions.
Commitment and Engagement	We get others excited about and committed to further the district's mission, vision, and goals. We are committed to excellence for all. We speak the truth, act with respectful candor, and take responsibility for our actions. We work on solutions rather than dwell on problems. We do the right things all the time. We seek and acquire new competencies, work methods, ideas, and information to grow and improve.
Stewardship	We nurture relationships within the district and community that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve. We are committed to being fiscally responsible and achieving the highest return on learning for each dollar provided. We are committed to supporting community service agencies and organizations. We understand that we are stewards of community resources.

Putting it ALL Together

Learn how the facilitator will draft a Preferred Future State for review. Understand that we will revisit the mission, vision (Portraits) and core values at the beginning of the Setting Direction Retreat. We will also examine feedback from students and teacher related to the Portraits. We will learn of their Best Hopes and Worst Fears.

Next Steps/ Preview of Setting Direction Retreat

Seeking Feedback on the Preferred Future Statement

- Students
- Teachers

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

- **Answer the question “How will we get from where we are to where we want to be?”**
- **Reflect on STAKEHOLDER FEEDBACK to revise our Preferred Future Statement from the Vision Retreat**
- **Envision how we ensure SMART Goals and Strategies align and the importance of knowing IMPACT**
- **Investigate the importance of being bold and reinvesting, reimagining necessary change.**
- **Explore and identify Long-range SMART goals and measures**
- **Identify urgent strategies to make an impact on our performance**
- **Draft the new strategic plan**

SETTING DIRECTION RETREAT January 17 9:00-3:00