

Findings of West Chicago District 94 Vision Retreat

The WEGO 2030 strategic plan team met on Friday, January 17 to answer the question, “***Where do we want to be***”? The Vision Retreat was held to investigate, explore and dream of a future different than today to better meet the needs of students, staff, families and the community. **The agenda included:**

- **Activity One:** To **review the SWOT analysis from the Data Retreat**. The district sought feedback from different groups and representatives of stakeholders. They learned general support for the strengths, weaknesses, opportunities and threats identified at the Data Retreat. They also learned suggestions for what might have been missed. The activity allowed the team to once again review the SWOT and make any final changes.
- **Activity Two:** **To learn about the characteristics of a great Preferred Future Statement**. The team reviewed the new Illinois State Board of Education’s Vision for 2030. They identified their own hopes, dreams and aspirations for the future. The team also learned about the predictions for the future of education from a variety of research studies.
- **Activity Three:** The team discussed a homework assignment where they were divided into three groups **to explore networks of transformers for high school**. One group explored the Alt Schools. Another group explored the XQ Schools. The third group explored the Reimagined Schools Network. They shared information about their design principles, their mission, their vision and their core values. They learned about the power of networked groups to reimagine the future.
- **Activity Four:** The team examined the current mission and motto statements. They examined research-based criteria for writing great mission and motto statements. **They drafted a new mission and motto statements to serve as the foundation for the strategic plan and a glimpse of 2030.**
- **Activity Five:** The team examined the current vision statement. They again examined research-based criteria for a great vision statement. **They drafted a new vision statement to provide specific design principles to capture where they want the district to be in 2030.**
- **Activity Six:** Next the team addressed stakeholder expectations. **They drafted a Graduate Portrait outlining the characteristics they wanted all learners to have upon graduation to make them successful in college, careers, and life.** They drafted an educator Portrait outlining the characteristics they wanted educators to possess to ensure learners were able to demonstrate the graduate expectations. Finally, they drafted the District Portrait outlining the responsibilities of the system in making sure educators possessed the characteristics necessary to ensure learners were able to demonstrate the graduate expectations.
- **Activity Seven:** The final activity was to examine the current core values. They again examined research-based criteria to select core values. **They drafted new core values to support the new mission, motto and vision statements.**

The findings of the plan team are summarized below.

Findings of the West Chicago D94 Vision Retreat

REVISION of the SWOT Analysis

Strengths

Table 1	Table 2	Table 3
- 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 - Tech Center of Dupage /Trade Opportunities	- 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 - Partnership with TCD	- Facilities - Sense of community - Fiscally sound - Dedicated and committed staff - Academic supports - Diversity - Athletics and Activities - Academic supports for students - Wide range of course offerings including AP and test scores - Technology - One school district
Table 4	Table 5	Table 6
- 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	- 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	- 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 - Wide range of course offerings - Seeking student feedback - Partnership with TCD

Facilitator Summary:

STRENGTHS: What are we most proud of? What do we consider to be the 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
- Wide range of course offerings including AP courses and test scores
- Technology
- Partnership with Technology Center of Dupage

Weaknesses		
Table 1	Table 2	Table 3
• Student achievement, • Achievement gaps • Attendance & absenteeism • Staff compensation • Parent engagement • Clear and transparent internal and external communication • ~~Teacher retention~~ • English Language Learner support • Feeder elementary district communication and collaboration • Student Engagement	• Student achievement, • Achievement gaps • ~~Attendance & absenteeism~~ • Staff compensation • Parent engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • Feeder elementary district communication and collaboration • Student Engagement	• Student achievement and Achievement gaps • Attendance & absenteeism • Staff compensation • Parent engagement • Clear and transparent internal and external communication • ~~Teacher retention~~ • English Language Learner support • ~~Feeder elementary district communication and collaboration~~ • School spirit • Student Engagement/seeing value in education
Table 4	Table 5	Table 6
• Student achievement • Achievement gaps • Attendance & absenteeism • Staff compensation • Parent engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • Feeder elementary district communication and collaboration	• Student achievement buy in • Achievement gaps • Attendance & absenteeism • Staff compensation • Parent engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • Feeder elementary district communication and collaboration	• Student achievement and achievement gaps • ~~Achievement gaps~~ • Attendance & absenteeism • Staff compensation • Parent and community engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • Feeder elementary district communication and collaboration • School spirit

Facilitator Summary:

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 **and achievement gaps**
- ~~Achievement gaps~~
- Attendance & absenteeism
- Student Engagement
- Staff compensation
- Parent engagement
- Clear and transparent internal and external communication
- Teacher retention
- English Language Learner support
- ~~Feeder elementary district communication and collaboration~~
- School spirit

Opportunities		
Table 1	Table 2	Table 3
- 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 - Financial literacy - Lower priced food options - Security	- 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 - Attendance and absenteeism - Cell phone policy	- 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 - Teacher retention - Feeder elementary district communication and collaboration
Table 4	Table 5	Table 6
- 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 - Safety and security - Partnership with TCD - Parent Engagement PTO/PTA - Trauma-informed training/mental health - Effective use of technologyAI	- 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	- 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 - Standardized test prep (ACT) - Transparency with implementation of student feedback
Facilitator Summary: 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 - Student voice/feedback, interests, choice - Appropriate use of Artificial intelligence - Feeder elementary district collaboration and communication		

Threats		
Table 1	Table 2	Table 3
• Outside perceptions • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Evolution of AI • Perception of increased violence in the community	• Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Behavior/Discipline	• Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Changing Political climate • Artificial Intelligence
Table 4	Table 5	Table 6
• Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Changing political climate • Feed district collaboration and communication • Rising violence outside of school and safety	• Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • School Safety	• Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Food expense and qualification • Polarization of political climate/ cultural tension
Facilitator Summary: 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? • Outside perceptions, • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Changing political climate • Safety • Food choices and costs		

West Chicago District 94 Revised SWOT Analysis

STRENGTHS: What are we most proud of? What do we consider to be the 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 • Diversity • Athletics and Activities • Academic supports for students • Wide range of course offerings including AP courses and test scores • Technology • Partnership with Technology Center of Dupage	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 and achievement gaps • Attendance & absenteeism • Student Engagement • Staff compensation • Parent engagement • Clear and transparent internal and external communication • Teacher retention • English Language Learner support • School spirit
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 • Student voice/feedback, interests, choice • Appropriate use of Artificial intelligence • Feeder elementary district collaboration and communication	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? • Outside perceptions of district • Economic disparities among families • Unknown financial future • Future enrollment • Resistance to change • Changing political climate • Safety • Food choices and costs

We began with the end in mind. Our product of the vision retreat will be a draft of the Preferred Future Statement. A "Preferred Future Statement" is a declaration that describes a desired future state, outlining the vision of what a community hopes to achieve, based on their values and aspirations, essentially painting a picture of the ideal outcome they want to see materialize through their actions and planning. The Preferred Future Statement includes mission, vision, portraits, and core values.

We reviewed the Characteristics of a great 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

We examined the new State of Illinois Vision 2030 as an example of a great Preferred Future Statement.

Components	Content
Mission	Public education must play a defining role in ensuring equal opportunity for learning.
Vision	It is our collective duty to do all we can to guarantee every student, no matter his or her demographic or geographic identity, <i>has equal access to a quality education</i>. We will do this through the following priorities ● Future-Focused Learning ● Shared Accountability ● Predictable Funding
Portraits	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 and diverse educator pipeline ● Promote curriculum and instructional flexibility to meet the unique needs of local communities. 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 local flexibility and local decision making. Predictable Funding ● Promote the integrity and funding of the evidence-based funding formula. ● Strengthen public education through pension reform ● Establish equitable statewide funding sources for capital and safety needs ● Enhance financial flexibility for all school districts
Core Values	● High Expectations and Quality ● Shared Accountability ● Innovation ● Equity ● Transparency ● Continuous Improvement ● Partnerships

Activity Two: Hopes, Dreams, and Aspirations

Table 1	Table 2	Table 3
• Increased parent engagement • To be a proud Wildcat giving back to the community • Ensure new changes help students fulfill their goals and futures • Build careers and have more course options for those not leaning toward college • Less focused on test schools and more focused on learning and interests • See a school that reflects community inside and outside • Teaching students learning and not to pass tests • Have a school in which all students feel belonging and acceptance • Improve our teacher retention to keep quality educators in the community long term • Students are exciting about learning every day • Seamless community partnerships and engagement • Being practically prepared for life after high school • Better connection with elementary districts to better prepare students for high school • Harnessing the power of students to affect growth and change.	• WEGO will be recognized as one of the most innovative and outcomes-driven districts in the state of Illinois and beyond. • WEGO students to be called upon to peer mentor other local high schools about how to create and sustain a learning environment inclusive and support of all students • All students will graduate WEGO feeling prepared, inspired and eager to begin the next chapter in their lives.	• That every student would have educational direction • Students and staff see and feel purpose in what they do. • That all students would achieve a GPA of C or higher • Students leave with an educational/occupational direction after graduation • Students come in with the same learning/educational experiences • Students are ready for high school • Students are ready for post-secondary opportunities and life • To exceed state metrics and be competitive with neighboring school districts
Table 4	Table 5	Table 6
• All students thrive • Every is safe • 100% graduation rate • Minimal attendance issues • No behavior issues • No food insecurities • Jappy staff, higher retention • Trauma informed care • Engaged parents and community • Changed views of what are school is and can become • Be the example • Target all students' needs • Unity • Staff competitively compensated with similar surrounding districts • All students to feel safe and secure and well supported • Improved engagement in the community • Improved success of low achieving students • More Hispanic teachers	• None submitted on the back of the Mission chart.	• Increased parent involvement • Consistent cell phone policy and procedures • Community engagement • Stronger partnership between families, school and community • All students are engaged and invested in their learning • Close student achievement gaps and reduce chronic absenteeism • Graduating students to be intellectually curious, socio-emotionally resilient and confident, and academically prepared • Alternate learning opportunities to meet needs of those that do not fit the traditional model

Activity Three: Articles and Site Investigations 5 Key Concepts	
Articles	Site Visitations
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 learning, amplifying the assets and needs of Black scholars, and empowering purposeful college and career Pathway 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)	A: Animo City of Champions High School Readiness for the next grade, school Project-based learning and teaching High Expectations Graduation rate very high and improving Number of students enrolled in post secondary education very high and improving Dual credit Restorative justice and discipline expectations Named most at-risk group Amplified student Voice Similar expectations of ALL students Clear about direction through the strategic plan Lots of diversity in students and staff. Trying to be more diverse in staff. Equity between SEL and academics Data accessibility and use College and career counseling and pathway
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 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 XQ Learner Outcomes 1. Masters of all fundamental literacies 2. Holders of functional knowledge 3. Original Thinkers for an uncertain world 4. Generous Collaborators 5. Learners for Life	B: Calvin Coolidge High School Strong and clear mission and vision New approach to learning Interdisciplinary collaboration Community partnerships Equal learning opportunities Remove seat time- student engagement Students influenced curriculum and learning outcomes Exhibitions as assessment Learning to be good presenters, speakers, listeners, responders Broad competencies that apply to all learners
C: Reimagine America's Schools Our national design teams collaborate directly with decision-makers to co-create spaces for next-generation learning skills, including personalized, project-based, STEM, STEAM, and maker-centered programs. 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.	C: Dakota Ridge High School Imagine new concepts of space to fit more project-based, engaging learning opportunities Furniture Learning labs Learning large group spaces Learning outside of school Block schedule School can only be as healthy as the community Project-based learning pervasive School was prepared for emergencies and ready to safety actions

Design Principles 1. Operate with a culture of Innovation 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.	Interactive learning Hub of the community Blended learning Flexibility to change or add to learning Learning anywhere, time, place Physical environment is non-traditional
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Activity Four: Mission and Motto

We identified words, phrases, concepts by teams leading to why we are here.

Foundational purpose of school and district

Short sentence- inspiring, Future oriented, Purposeful

Table 1	Table 2	Table 3
- Positively equipping each student to reach their future goals through learning, leading and living. - Inspire learning to all stakeholders in order to equip students to lead and live authentically - Empowering all to take ownership of their goals through learning leading and living - Note: community could be inserted into any mission	Cultivate a unified community that thrives through learning, leading and living well together.	- Every student engages in learning through various diverse opportunities, creating future learners and leaders in life - Engages - Inspires - Not strictly academics - About life and preparation - Rigorous academics - Growth - Learning opportunities - Future oriented - Value students' culture, language and values as we prepare them for the future
Table 4	Table 5	Table 6
- Educating - Global - Community - Nurturing - Future success - Holistic - Readiness	- Every student graduates ready to learn, lead and live and to reach their highest potential in an ever changing, global community - Personal excellence	Cultivate a vibrant and inclusive community that fosters resilience, ignites lifelong learning, and empowers learning, leading and living in the future

Mission: All taken from words in table team thinking

Cultivate a unified, vibrant and inclusive community that fosters resilience, ignites lifelong learning, and empowers learning, leading and living in an ever changing, global community.

Or

Ignite a passion for learning, foster a sense of leading and responsibility, and instill personal excellence to be successful in life.

Motto: Learning. Leading. Living.

Activity Five: Vision We identified individually and then table team words, phrases, ideas that will lead to where we want to be in 2030 different than where we are today.		
Table 1	Table 2	Table 3
Wildcats will become the future leaders, designers, and builders of tomorrow's world by: • Driving their own learning process • Utilizing technology as a powerful tool • Inspiring staff to learn and grow alongside students • Expanding student learning opportunities through community partnerships • Emphasizing personal well-being as integral to life fulfillment	• All students will meet growth goals • We will reignite student engagement • We will maximize individual potential The desire of D94 is to promote the growth of each student and staff member in order to minimize their own potential for success in high school and beyond. We will reignite hope and work toward outcomes that encourage a thriving community	• Model • Responsive • Change • Communication • Collaboration • Perception • Solutions • Relevancy • Real world • Feel equipped • Voice and ideas matter • Partner with the community
Table 4.	Table 5	Table 6
Learning Student led learning Developing worldly learners Cultivating and empowering students Master the art of student success Leading Being the best high school in Illinois Preparing students to learn, lead and live Being the example Promoting family and community partnerships Living Culturally competent and sensitive A learning community centered on practice life skills	By 2030 graduating students will have developed a variety of driven skills that are applicable to all real world opportunities • Competency and basic transferable skills • Multiple pathways to success • Autonomy in educational decisions • Sees value in diversity, inclusion and equity • Seeks to be responsible and accountable	• Adapt • Evolve • Accountable • High Expectations • Build • Equip • Explore • Choices • Pathway
Facilitator Summary Vision		
Wildcats will become the future leaders, designers, and builders of tomorrow's world by: • Taking responsibility for their own learning and furthering their interests • Utilizing technology as a powerful tool for communication, collaboration, and exploration • Experiencing personalized, project-based learning opportunities leading to a strong sense of accomplishment and a pathway to life after high school. • Possessing the characteristics of a confident individual equipped with work and life skills • Understanding the realities of what is predicted to be ahead in this ever-changing, complex, global world. Or By 2030 graduating students will have developed competencies that will ensure their personal success to their pathway to work and life through: • Realizing their potential with academic excellence • Cultivating their well-being and confidence • Having a strong sense of pride in their learning, their course work and their academic success • Harnessing the power of communication, collaboration, and technology		

- Feeling they are part of a strong community contributing to a global world.

Activity Six: Portraits

(Number denotes total tables out of 6 listing characteristic)

We identified competencies/characteristics we wanted all students to be well versed in at graduation

Graduate Portrait

Learning Skills	Literacy Skills	Life Skills
Critical & Creative Thinking. 6	Problem-Solving, Decision-making. 6	Flexibility & Agility. 0
Communication & Collaboration. 5	Literacy – Listening, Reading, Speaking & Writing. 5	Leadership. 3
Data Analysis & Reporting. 0	Information. 0	Physical, Emotional, & Social Skills 6
Innovation and Future Orientation. 0	Media 0	Self-awareness & Confidence. 2
Continuous Improvement. 1	STEM- Science, Technology, Engineering and Mathematics. 1	Empathy & Perseverance 5
Teamwork and Engagement. 3	Civic Literacy. 1	Global Citizenship. 2
Responsibility & Accountability. 5	Tech Literacy. 1	Cultural Proficiency & Awareness. 2

Facilitator Summary

Graduate Portrait Draft

Critical & Creative Thinker

Communicator & Collaborator

Responsible & Accountable

Problem Solver & Decision-maker

Literacy Performer

Socially, Emotionally, & Physically Confident

Empathizer & Perseverant

Educator Portrait (Number denotes total tables out of 6 listing characteristic) We identified competencies we want staff to have to be most equipped to help students reach their competencies. – this emphasis was more on certified, instructional staff		
Learner	Workplace	Life
Critical Thinking & Problem Solving 5	Leadership & Management. 2	Lifelong learner 3
Constructive Coach providing Feedback 1	Exploit Technology to Support Learning. 0	Mindfulness & Stress Management 2
Student-centered 5	Time Management. 0	Ethical Decision-maker 3
Relevancy & Engagement. 1	Conflict resolution. 0	Agility & Adaptability. 1
Teach for Transfer of Learning. 1	Love for teaching. 5	Accessing and Analyzing Information. 0
Learn HOW to Learn. 1	Teamwork & Collaboration. 5	Creativity & Innovation. 1
Student Innovation and Creativity. 0	Oral and written Communication. 1	Empathy & Perseverance. 4
Meaningful Assessment. 1	Timely Differentiated Instruction & Support. 1	Listening, Learning, Responding. 3

Facilitator Summary

Educator Portrait Draft

Critical Thinker & Problem Solver

Student Centered

Team Player & Collaborator

Passionate Teacher

Lifelong Learner

Ethical Decision-maker

Empathizer and Perseverant

Listener, Learner, Responder

System Portrait

(Number denotes total tables out of 10 listing characteristic)

We identified competencies/characteristics we want the district as a whole to have to help staff assist students to reach their competencies.

Learner	Workplace	Life
Personalized learning. 3	Rethink Educator roles. 0	Equity, Diversity, & Inclusivity. 5
Responsibility for their Learning. 4	Use Curricula to Create Opportunities for Student Agency. 3	Value relationships & safety. 4
Inquiry-based or Project-based learning. 0	Demonstrate Visionary Leadership. 2	Make connections. 1
Use Technology Wisely. 3	Measure Learning and Efficacy. 2	Ensure partnerships through engagement & collaboration. 4
Opportunities to exhibit of Present. 1	Ensure Professional Learning is Relevant. 1	Believe in Continuous Improvement. 4
Promote Learner Interests, Voice, and Choice. 6	Promote Innovation and Real- World Relevance. 5	Cultivate healthy, positive Mindsets. 2
Ensure Ambitious Instruction. 2	Hire, Retain and Develop excellent Employees. 6	Value fiscal health and stewardship. 3

Facilitator Summary

System Portrait Draft

Promoter of learner interests, voice and choice

Promoter of hiring, retaining and developing excellent employer

Believer of equity, diversity and inclusivity

Promoter of innovation and real world relevance

Valuer of relationships and safety

Ensurer of partnerships through engagement and collaboration

Believer in continuous improvement

Believer of student responsibility for their learning

Activity Seven: Core Values

Table 1	Table 2	Table 3
• Wildcats value • Inclusion and Integrity • Long-term focus and lifelong learning • Determination and Data driven decisions • Community, Collaboration, Communication and Commitment • Academic excellence and Agility • Teamwork and Tenacity • Safety and Social-emotional well-being	WEGO values Well-being and cultural awareness Excellence in academic and athletic integrity Growing intentional relationships Opportunities for service WEGO values Excellence in academic and athletic accomplishments Going the extra mile to ensure safety and fiscal responsibility Opportunities for growth of intentional relationships, service and empathy	Learning • Culture of Learning • High Expectations • Student-Centered Leading • Cultivating pathways • Honest and trusting relationships • Stewardship Living • Community-Centered • Honor Empathy and perseverance • Social and emotional well-being
Table 4	Table 5	Table 6
• Learning • Academic excellence • Variety in educational offerings • Intersectionality of learning • Leading • Collaboration • Connections • Living • Honor diverse cultures • Commitment • Community • Well-being • High Expectations	• Identity • Diversity • Respect and trust • Community • Family • High Expectations • Belonging • Ethics • Individualized support • equity	• We Empower Generational Opportunities

Facilitator Summary Core Values

Wildcats values:

- Worthiness, Wisdom. & Well-being
- Inclusion and Integrity
- Long-term focus and Lifelong learning
- Determination and Data Driven Decisions
- Community, Collaboration, Communication and Commitment
- Academic excellence and Agility
- Teamwork and Tenacity
- Safety and Social-emotional confidence

Or

WEGO values:

- Well-being and cultural awareness throughout our community
Excellence in academic and athletic competencies
Growing, respectful, trusting, and inclusive relationships
Opportunities for service, innovation, project-orientation leading to exploration of a pathway to career, college and life

WEGO Preferred Future Statement. **DRAFT A**

Mission		Motto
Cultivate a vibrant and inclusive community that fosters resilience, ignites lifelong learning, and empowers learning, leading and living in an ever changing, global community		LEARNING. LEADING. LIVING.
Vision- North Star		
Wildcats will become the future leaders, designers, and builders of tomorrow's world by: • Taking responsibility for their own learning and furthering their interests • Utilizing technology as a powerful tool for communication, collaboration, and exploration • Experiencing personalized, project-based learning opportunities leading to a strong sense of accomplishment and a pathway to life after high school. • Possessing the characteristics of a confident individual equipped with work and life skills • Understanding the realities of what is predicted to be ahead in this ever-changing, complex, global world.		
Graduate Portrait	Educator Portrait	System Portrait
Critical & Creative Thinker Communicator & Collaborator Responsible & Accountable Problem Solver & Decision-maker Literacy Performer Socially, Emotionally, & Physically Confident Empathizer & Perseverant	Critical Thinker & Problem Solver Student Centered Team Player & Collaborator Passionate Teacher Lifelong Learner Ethical Decision-maker Empathizer and Perseverant Listener, Learner, Responder	Promoter of learner interests, voice and choice Promoter of hiring, retaining and developing excellent employer Believer in equity, diversity and inclusivity Promoter of innovation and real-world relevance Valuer of relationships and safety Insurer of partnerships through engagement and collaboration Believer in continuous improvement Believer of student responsibility for their learning
WILDCATS Value		
• Worthiness, Wisdom. & Well-being • Inclusion and Integrity • Long-term focus and Lifelong learning • Determination and Data Driven Decisions	• Community, Collaboration, Communication and Commitment • Academic excellence and Agility • Teamwork and Tenacity • Safety and Social-emotional confidence	

WEGO Preferred Future Statement. **DRAFT B**

Mission		Motto
Ignite a passion for learning, foster a sense of leading and responsibility, and instill personal excellence to be successful in life.		LEARNING. LEADING. LIVING.
Vision- North Star		
By 2030 graduating students will have developed competencies that will ensure their personal success to their pathway to work and life through: • Realizing their potential with academic excellence • Cultivating their well-being and confidence • Having a strong sense of pride in their learning, their course work and their academic success • Harnessing the power of communication, collaboration, and technology • Feeling they are part of a strong community contributing to a global world.		
Graduate Portrait	Educator Portrait	System Portrait
Critical & Creative Thinker Communicator & Collaborator Responsible & Accountable Problem Solver & Decision-maker Literacy Performer Socially, Emotionally, & Physically Confident Empathizer & Perseverant	Critical Thinker & Problem Solver Student Centered Team Player & Collaborator Passionate Teacher Lifelong Learner Ethical Decision-maker Empathizer and Perseverant Listener, Learner, Responder	Promoter of learner interests, voice and choice Promoter of hiring, retaining and developing excellent employer Believer in equity, diversity and inclusivity Promoter of innovation and real-world relevance Valuer of relationships and safety Insurer of partnerships through engagement and collaboration Believer in continuous improvement Believer of student responsibility for their learning
WEGO Values		
Well-being and cultural awareness throughout our community Excellence in academic and athletic competencies Growing, respectful, trusting, and inclusive relationships Opportunities for service, innovation, project-orientation leading to exploration of a pathway to career, college and life		