



**Coal City CUSD 1**  
**Community Forum**  
**And Board Work Session**  
**Identifying District Goals Report**  
**Wednesday, July 13, 2022**  
**Wednesday, July 27, 2022**

## Illinois Association of School Boards

### **Coal City CUSD 1 Community Forum Identifying District Goals Wednesday, July 13, 2022**

On Wednesday, July 13, the Coal City Board of Education held a community session focusing on identifying district priorities that will be used to develop district goals. The meeting began at 8:15 AM and was facilitated by Lori Grant from the Illinois Association of School Boards.

Lori Grant opened the morning session by soliciting expectations from attendees. The first workshop activity was the development of collective core values and beliefs.

#### **Core Values and Beliefs**

Core values and beliefs are a small set of guiding principles that have intrinsic importance to the organization. The intention is to assist you in creating core value and belief statements that address **why we want** to take this journey of setting district goals. These belief statements along with your mission statement lay the foundation for your district goals.

The following are the collective responses:

#### **Students and Learning**

##### ***We Believe/Value:***

- Meeting the needs of all students
- Resources
- Everyone is able to learn, grow, and succeed
- Exposure to new and different ideas
- Learn in a safe environment
- Students have a voice in their learning
- Students learn best when they are safe, comfortable, enjoy being at school
- All students have a unique ability to learn
- Feeling safe
- Life skills
- Structure, respect, participation, challenging
- All need to be heard in relationships
- Students will learn best when they feel safe and loved, included and respected, family believes are honored, challenged and enthusiasm
- Students need to be safe to learn effectively

- No two students are the same and they will not learn the same
- Teachers need to be supported and awarded when they are doing a great job
- Student first
- Valued
- Trusted and respected
- Collaboration is key
- Adaptability
- Everyone can be successful
- Anyone can learn whatever they choose to

### **Teachers and Teaching**

#### ***We Believe/Value:***

- STARS: Support, Trust, Appreciation, Resources, Seen
- Supported from all students, fellow staff, parents, administration, and community
- There needs to be meaningful PD to support teachers at every stage
- We need to encourage more leaders
- Resources to meet kids in their world
- A support system from top down and bottom up
- Motivated
- Encourage to find balanced relationships with students
- Feel support and appreciated
- Connected with students and community
- Resources and proper training
- Willingness to learn and grow
- Always put students first
- Be enthusiastic and caring
- Work hard and love their job
- Time to collaborate
- Celebrated and trusted
- Teachers need to focus on relationships they build with students
- Spend less time conveying knowledge and more time constructing meaning
- Teachers need to hold students accountable and be honest and fair
- Be Passionate
- Be prepared
- Be structured
- Trust with administration
- Be Motivated
- Collaboration, invested in, and supported with resources
- Retention

## **Community and District Relations**

### ***We Believe/ Value:***

- PRIDE
- Support from everyone for everything
- Transparent flow of information
- We value how the board always looks to the future
- Community involvement in recognizing students/organizations
- Value the effort of the community to help bring in resources
- District working together with community groups
- District continues to provide the best for community (facilities, hires, etc.)
- District staff having a community presence at not just school events, but community events too
- Continual loop of love and support
- Expectations
- Community partnership
- Mutual respect
- Community supports what the district is trying to accomplish
- Offer top not education, fine arts, athletics, and family events
- Willingness to work together
- Being Informed
- Being Involved
- Being Supportive
- Transparency
- Listeners to all perspectives
- Cornerstone (foundation of community)
- Inclusiveness (demographics, beliefs, alternative educational views)
- Fire Department with fire safety library
- Getting community members into classrooms
- Use Courant- not just social media

## **Strengths and Growth Opportunities Analysis**

The next workshop activity was an analysis of the strengths and opportunities for growth. Attendees considered these five focus areas:

**Student Achievement/ Curriculum**  
**Program and Services**  
**Facilities**  
**District Finances**  
**The Unit 1 Community**

This analysis of what is and is not going well in these areas, along with our mission, begin to lead us to goal setting language. Some goals may represent the need for improvement in an area and some goals may represent the desire to maintain a certain level of achievement. ***Each***

***attendee was asked to vote on their top priority. Those priority vote numbers are indicated next to the selected content.***

The following is a summary of the collective analyses.

## **Student Achievement and Curriculum**

### **Strengths:**

- Acclaimed Coaler Program
- Coaler Academy credit recovery
- State ranking
- Assessment scores
- Director
- Student achievement
- High graduation rate
- High expectations
- Higher level through TAG and AP
- College prep
- Class choices (vocation, college, fine arts, arts)
- Have a curriculum that is public knowledge and teachers have input
- Willingness to try change and resources
- Academic indicators
- System of improvement
- Expansion of AP courses at high school
- Paid curriculum work
- Curriculum reviewed every year
- Curriculum Director
- Regular/ongoing resource adoption

### **Growth Opportunities:**

- **Encourage and support future educators (10 votes)**
- **Appropriate focus/course work for a variety of careers (9 votes)**
- College and career focus (6 votes)
- Use data properly: what do we need to change? (3 votes)
- Refocus on life skills (3 votes)
- Grading: what does a grade mean? (2 votes)
- Behavior (2 votes)
- Success for our middle level learners (don't forget us!) (2 votes)
- Collaboration time in grade levels and departments, looking at data for change/scheduling (2 votes)
- Recruit new staff (1 vote)
- Student voice and empowerment (1 vote)
- Grading scales (1 vote)

- Motivation
- Celebrate excellence (students and teachers)
- Embrace the students more
- Writing is not where it should be as a whole
- Data analysis across all departments
- Acclaimed Coalers Growth Development
- Recovering from Covid (learning loss)
- Utilizing Director
- Incorporating new 'models' teaching
- Continue to expand and update vocational opportunities
- Systemic support and regular data analysis for academic improvement
- State testing at lower levels

### **Programs and Services**

#### **Strengths:**

- Acclaimed Coalers
- Theater
- Great extracurricular programs
- Opportunity for all to be involved
- Unit programming
- Fine arts
- Resource Officer
- Amount of programs
- Diversity
- Teacher mentoring program
- NHS
- Coalers with Character
- PATH/Transition Program
- Scholarship night
- Autism program
- STEM
- ASL
- In-district special education programming
- Early intervention (early childhood education)

#### **Growth Opportunities:**

- **Staff will burn out, support work/life balance, contractual stipend review (16)**
- **More support services (5)**
- On-site daycare (4)
- Barriers to engagement (4)
- Eliminating participation barriers (3)
- Continuity for all programming (3)
- Pro-active social work (1)

- Coaler Academy Program (2)
- Community involvement (clubs/organizations) (1)
- Expanded health and wellness for students (1)
- Additional foreign language
- Lower level resource officer
- Re-engaging volunteers
- TAG needs improvement
- Train has drivers, custodians to be approachable and someone who will listen
- Review Coaler Academy
- SEL (Social Emotional Learning) programs need revamped
- Extra-curricular promote and support student involvement in multiple activities

## **Facilities**

### **Strengths:**

- Performing Arts Center and Capabilities
- Auditorium
- Sports and Arts Facilities
- Room for expansion
- Commercial kitchen
- Grounds are lovely
- Administration Building
- Great quality facilities
- Top notch and well-maintained facilities
- Clean and maintained
- Gym space for hosting events

### **Growth Opportunities:**

- **Update weight room, athletic facilities, track upgrade, turf fields, sound system/lights (18 votes)**
- **Explore construction of a grade 1-5 building, 2-5 Center (15)**
- CCHS Hallways, attention to interior clean-up (8)
- Cost of old vs newer facilities, operation of older building and cost involved (4)
- Science labs (2)
- Making schools reflect school pride (1)
- Storage(1)
- 6 Buildings (1)
- Playground equipment and structures (1)
- Rebranding
- Performing Arts Center, opportunity for additional programming (outside)
- Empty spaces in buildings
- Library at CCHS
- Repurpose facilities to help community

## **District Finances**

### **Strengths:**

- Resources provided for teachers and coaches
- Jasen Smith
- Technology
- Sitting well with nice reserves
- Board commitment
- Low registration fees, not a lot of outside fees for parents
- Fiscally responsible
- Transparent
- Budget Efficiency Committee
- Good at saving money
- Fund balance of over 50%
- Conservative budgeting
- Dresden
- Appreciation for what we have

### **Growth Opportunities:**

- **A life after Dresden – what do we do if Dresden goes away? (21 votes)**
- **Teacher shortage (15 votes)**
- **Taxing district cooperation (5 votes)**
- **Use our facilities to bring in additional income (3 votes)**
- Cost of operating the buildings
- Balance of money spent on extra-curricular vs. curricular
- Status of budget efficiency committee
- Streaming of games not free
- Brand the Coaler name/ mascot K-12
- Community understanding of district finances
- Pay down debt
- Transparency in financial stability of the district

## **The unit 1 Community**

### **Strengths:**

- Dances, bag tournaments, McDonalds, pizza night, all community outreach, G-force, Grandparent's Day
- Event collaboration
- Intentional effort to welcome new family to district/community
- Friday letters from superintendent
- Community relationships are very positive
- Foundation
- Veterans
- GAVC

- G-force
- Website
- Steamed BOE
- Boards Briefs
- LLT
- Communication with community
- Maintain transparency
- Two-way communication
- Engagement with community groups
- VFW
- Businesses
- Library
- Community Involvement
- Strong support

#### **Growth Opportunities:**

- **Utilization of alumni to share their skills in construction, plumbing, sports, academics, careers (12 votes)**
- **Better ways to educate the public on events (10 votes)**
- **Rebranding/Trademark of Coalers (6 votes)**
- **Bring back the community to the buildings (post-Covid) (3 votes)**
- **Work with the universities (3 votes)**
- **Increase Booster involvement (3 votes)**
- **Intentional effort to acknowledge the positives in the district to the community (2 votes)**
- **Unified social media notifications (1 vote)**
- Recruiting new staff/ talent
- Central hub of information
- Academic accomplishments
- Utilization of school facilities for outside groups

#### **Mission Statement**

Workshop participants reviewed the current Coal City CUSD 1 Mission Statement which reads:

***It is our mission to prepare today's learners for tomorrow's challenges.***

Attendees were encouraged to discuss this statement to determine if it is still relevant and applicable. The majority believed this mission statement is still appropriate and accurate for CUSD 1, however this is always open to further discussion.

Based on all feedback from this session, the board of education met to develop broad balcony-level goals that address the “ends.” **This strategic goal setting meeting took place on Wednesday, July 27, 2022 and resulted in the formation of the following goals for the 2022-2023 school year:**

***Maintained within budgetary parameters and our commitment to fiscal responsibility, the board has developed the following goals:***

- 1. Encourage and support staff to address burnout, work-life balance, and develop future educators.**
- 2. Provide a safe school environment that meets the academic, social and emotional needs of all students and staff.**
- 3. Assess and explore coursework opportunities to ensure career & college readiness and life skills.**
- 4. Prioritize and prepare a plan to address facility needs of the district prior to the conclusion of the current Dresden agreement.**

**Consider the following when working on a goal setting document.**

**Goal:** *What do we want to do?* Broad language that links our current status (where we are) to our vision (where we want to be). This language may not change often as these are long term “ends” for the organization.

**Objective:** *What will we do to achieve the goal?* The activities, projects or initiatives we are doing as a staff and administration to address the broader goal. The board does not “do” this work but may receive progress reports from the administration. These objectives may change or be revised every year or two. Alignment of this work to the broader goal is important.

**Indicator:** What will be the evidence or data that shows progress or tells us that we have arrived at the goal? The “proof” may include data showing growth or change, a tangible outcome (a completed project), or a status report to the board.

**The Action Plan (Sample)**

District ends (values/beliefs, mission, high-level district goals) will need to be further broken down **by the staff** in the form of an Action Plan in order to be implemented.

The **Action Plan** will usually consist of the following:

- Objective(s) necessary to achieve each goal. Objectives are generally specific sequential steps that will constitute progress toward the achievement of that goal. Good objectives are measurable:
  - Timeline – indicating when the objective will occur/be completed
  - Responsible parties – indicating who will be responsible for completing the objective
  - Monitoring strategy/criteria – indicates how and when progress will be measured and reported

For each objective, the action plan identifies who is going to do what and when, and states how results will be measured.

*An example here is using a technology goal:*

District-Level Goal: Make available cutting edge technology resources in each classroom to compete with local, national, and international communities.

Objective: By the end of the 2023 school year, the district will establish an elementary building committee to determine technology needs.

Indicator: During the 2022-2023 school year, the district will develop and begin implementing a plan to upgrade technology in the elementary building.

Directed by: Building Principal, Technology Director

Who participates: Specific teachers, administrators, and parents.

Report date(s):      **January, 2023** - committee will be named  
                                  **April, 2023** - initial committee report to board on plan development progress  
                                  **July, 2023** - final committee report to board

### **Writing "A SMART" Goal**

|                                |                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agreed upon assumptions</b> | Make certain that there is a commitment between parties to achieve the goal set and that you outline assumptions made when setting the goal. |
| <b><u>Simple</u></b>           | Addresses a single issue and is easily understood                                                                                            |
| <b><u>Measurable</u></b>       | Success on the item can be either measured or observed                                                                                       |
| <b><u>Attainable</u></b>       | The expected performance and results are realistic and within the control of the district                                                    |
| <b><u>Results-oriented</u></b> | Success represents a significant benefit for the district                                                                                    |

**Time-bound or Targeted**

There is a deadline or a point at which results are expected to be seen.

This document provides a sample timeline that the board, superintendent and staff can use to see that plans become reality in their district.

| Calendar       | Timeline                                           | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assignment                                                                  |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Week 1         | Within 1 week of completion of planning session(s) | Word-process information gathered from initial planning meeting(s) into draft goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | IASB Facilitator or district staff as assigned                              |
| Week 2         | Within 10 days                                     | Distribute draft goals to board members and others as determined by board/superintendent for review. <ul style="list-style-type: none"><li>• Are the ends clear?</li><li>• Are they comprehensive?</li><li>• Are they specific, measurable, attainable, results-oriented, time-bound?</li><li>• Are there any foreseeable consequences that need to be considered? (NOTE: The Board needs to recognize that by saying “YES” to priority ends often means saying “NO” to other initiatives. Staff can help identify these.)</li></ul> | Superintendent<br>Staff<br>Community                                        |
| Months 2 and 3 | 2 months or 2 board meetings                       | Board meets to review the draft goals by asking the questions: <ul style="list-style-type: none"><li>• Is this what we intended or wanted to say?</li><li>• Could we state these ends more clearly?</li><li>• What are we missing?</li><li>• Are the ends specific, measurable, attainable, results-oriented, time-bound?</li><li>• Have any potential negative consequences been identified?</li></ul>                                                                                                                              | Board<br>Superintendent<br>Others as determined by the board/superintendent |

|            |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                     |
|------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|            | Within 1 week of final review session(s)    | Revise, as necessary, incorporating concepts/language based on the consensus of the group.<br><br>Distribute 2 <sup>nd</sup> draft to board and others as determined by the board/superintendent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Superintendent                                                                      |
| Month 4    | <b>Next board meeting</b>                   | Review 2 <sup>nd</sup> draft and prioritize ends.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Board<br><br>Superintendent<br><br>Others as determined by the board/superintendent |
| Month 5    | Next scheduled board meeting                | Place final draft on board agenda for adoption of mission, vision, beliefs/values, and/or goal statements as policy (See policies 1:30 School District Philosophy, 3:10 Goals and Objectives to Guide the Administration and 3:15 District Culture)<br><br>Set date for completion and presentation of staff Action Plan. (3 months)                                                                                                                                                                                                                                                                                                                                                                 | Board<br><br>Superintendent                                                         |
| Months 6-8 | During the 3 months following adoption date | Superintendent takes the plans to the administrative team and other staff for development of an Action Plan (see attached) that will answer the questions: <ul style="list-style-type: none"> <li>• What will be done?</li> <li>• When it will be occur?</li> <li>• What measurements will be used?</li> <li>• Who will be responsible for implementation and monitoring results?</li> <li>• How it will be accomplished?</li> </ul> Produce Action Plan Draft #1 based on compiled information;<br><br>Distribute for staff review and make changes as needed (Draft #2);<br><br>Staff meets to ensure alignment of Action Plan Draft #2 with board priorities and to reach consensus on final plan | Superintendent<br><br>Administration<br><br>Staff                                   |

|         |                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                            |
|---------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|         |                       | Final plan prepared for board review                                                                                                                                                                                                                                                                                                                                                                            |                                                                                            |
| Month 9 | Next board meeting(s) | <p>Approve plans and incorporate into policy 3:10 Goals and Objectives to Guide the Administration.</p> <p>Develop monitoring process and schedule:</p> <ul style="list-style-type: none"> <li>• Answers the question:<br/>How will we know that we are making progress</li> <li>• Develop annual monitoring calendar</li> </ul> <p>Aligns budget with priorities of district, currently and in the future.</p> | Board<br>Superintendent                                                                    |
|         | Next week             | Dissemination to staff and community                                                                                                                                                                                                                                                                                                                                                                            | Superintendent                                                                             |
|         | Ongoing               | Superintendent ensures that all staff knows what the district ends are and have plans to further the ends of the district. Building, program, course, classroom, and support services activities align with district ends.                                                                                                                                                                                      | Superintendent<br>Administrators<br>Staff                                                  |
|         | Ongoing<br>Monthly    | <p>Board and Superintendent/staff monitor progress.</p> <p>Monthly board meeting agenda reflects time spent monitoring district ends</p>                                                                                                                                                                                                                                                                        | Board<br>Superintendent<br>Administrators<br>Staff<br>Initial planning committee<br>Others |

Depending upon how many times in a given month the Board meets, the timetable from goal setting to action plan completion can be completed in 6 to 9 months.