

Arlington Heights District 25 Preferred Future Statement

Preferred Future Statement

In a school district's strategic plan, a **Preferred Future Statement** (often referred to as a vision description or vision result) is a vivid, aspirational description of how the district will look, sound, and feel once its ultimate goals are achieved.

Unlike a concise mission statement that explains *why* the district exists, the Preferred Future Statement paints a picture of the desired end state, typically three to five years into the future. Collectively, these elements create a system architecture for direction, culture, and accountability. When aligned, they provide strategic gravity — everything orbits around them. Adult actions align with desired student outcomes.

Key Characteristics of a Preferred Future Statement

- **Future-Focused:** Clearly describes what the district will be like in several years, acting as a “North Star” for all strategic initiatives.
- **Aspirational and Challenging:** Reflects our best hopes and ambitions, inspiring the community to reach higher standards.
- **Values-Based:** Rooted in the community's core beliefs and in “outbound change” — the change the district actively creates.
- **Narrative or Scenario-Based:** Often expressed through compelling descriptions that illustrate success for students, staff, and the community.

Best Practices for Developing a Preferred Future Statement

Content Guidance

- **Be Aspirational:** Describe the best hopes for students and the district's impact.
- **Ground It in Data:** Ensure the vision addresses real needs identified through assessment and analysis.
- **Focus on Student Outcomes:** Clearly articulate what graduates will know and be able to do.
- **Keep It Memorable:** Use clear, concise language that can guide daily decision-making.

Process Guidance

- **Engage Diverse Stakeholders:** Include teachers, students, families, alumni, and community partners.
 - **Seek Authenticity Over Marketing:** Use language that reflects the unique character and values of the community.
 - **Build in Thinking Space:** Allow dedicated time for reflection and collaborative design.
 - **Connect Vision to Action:** Translate the vision into measurable annual goals and defined metrics.
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Strategic Reflection Questions

- What is the goal for all of our students?
 - What do we want our future graduates to know and be able to do?
 - Does everyone in the district see themselves reflected in this vision?
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The Core Benefit

When aligned and intentionally implemented, the Mission, Vision, Graduate Profile, and Core Values function as an integrated operating system for the district — guiding decisions, aligning priorities, and creating coherence across the organization.

When these elements are not aligned, districts often experience:

- Strategic plans disconnected from the Graduate Portrait
- Core values that are not reflected in behavior
- Vision statements that lack ownership
- Inconsistent decision-making
- Staff confusion about priorities
- Organizational fragmentation and fatigue

Proposed	Our Thoughts
<p>The Mission defines the district’s purpose. It explains who we serve and what we commit to accomplishing every day.</p> <p>Key Question: Why do we exist? Focus: Current operations, primary purpose, and core work.</p> <p>Mission Options</p> <p>Option 1: Together, we create an inclusive and caring community where every learner is supported, challenged, and prepared to thrive in an ever-changing world.</p> <p>Option 2: Our mission is to support and challenge every learner through inclusive, students to grow, contribute, and succeed in a changing world.</p>	
<p>The Vision serves as our destination — an aspirational and inspirational picture of success once our mission is fully realized.</p> <p>Key Question: What are we working toward? Focus: Long-term goals, future outcomes, and our hopes for students and the community.</p>	

Vision Options

Option 1:

Together, we empower every learner to learn boldly, grow confidently, and thrive in an evolving world.

Supporting Outcomes:

- Every student feels safe, valued, and supported for who they are.
- Curiosity, creativity, collaboration, and problem-solving drive learning.
- Students take ownership of their learning, choices, and leadership.
- Learning is engaging, relevant, and prepares students for school, work, and life.
- Equity, well-being, and belonging guide decisions about resources and opportunities.
- Families, staff, and community members partner in student success.

Option 2:

We envision schools where learning is joyful, expectations are clear, and every student grows into a confident, capable, and caring individual.

Supporting Commitments:

- **Clear Expectations, High Belief:** All students are challenged and supported to reach their full potential.
- **Learning That Matters:** Real-world, hands-on experiences make learning meaningful and memorable.
- **Personalized Paths for Growth:** Instruction meets students where they are and helps them move forward.
- **Caring Relationships and Belonging:** Respect, kindness, and trust are at the heart of our schools.

<p>Core Values reflect our collective beliefs and serve as guiding principles for how we treat one another and make decisions.</p> <p>Key Question: What is most important to us, and how will we behave? Focus: Identity, culture, and ethical standards.</p> <p>District 25 Core Values</p> <ul style="list-style-type: none"> • We care about people. (Compassion and Empathy) • Everyone belongs here. (Inclusivity and Diversity) • Fairness matters. (Equity and Social Justice) • We learn, try, and improve. (Innovation and Creativity) • We work better together. (Collaboration and Communication) • We do not give up. (Resilience and Perseverance) • We take responsibility for our actions. (Responsibility and Accountability) • We grow individually and together. (Growth and Continuous Improvement) 	
<p>Also known as a Graduate Profile, this component defines the durable skills and character traits students will develop to succeed in college, career, and life.</p> <p>Key Question: What should our students know and be able to do when they leave us? Focus: Future-ready competencies and social-emotional strengths beyond academic measures.</p> <p>District 25 Graduate Portrait Competencies</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Communication and Collaboration • Responsibility and Accountability • Problem Solving and Decision-Making 	

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| <ul style="list-style-type: none">• Literacy — Listening, Speaking, Reading, and Writing• Empathy and Perseverance• Flexibility and Agility• Self-Awareness and Confidence | |
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