Findings of the Arlington Heights Vision Retreat
January 27

The Refresh Strategic Plan Team met on. January 27 to hold its Vision Retreat. The essential question for the retreat was "Where do we want to be"

SWOT ANALYSIS

The Refresh Strategic Plan team drafted at its last meeting a SWOT Analysis documenting district performance. It addressed the essential question for the retreat, "Where are we now?" It noted strengths, weaknesses, opportunities and threats. The district then surveyed staff and the community (families) to seek their feedback through surveys. After reviewing the feedback, the Activity 1 team revised the draft SWOT. Those changes are noted below.

STRENGTHS

Table 1	Table 2	Table 3
○ Academic Excellence & Student Achievement (state assessments, growth, rigor)	○ Academic Excellence & Student Achievement (state assessments, growth, rigor)	○ Academic Excellence ~~& Student Achievement~~ (state assessments, growth, rigor)
○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)	○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)	○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)
○ High-Quality Staff & Retention (teacher quality, stability, professional learning)	○ High-Quality Staff & Retention (teacher quality, stability, ~~professional learning)~~	○ High-Quality Staff & Retention (teacher quality, stability, professional learning)
○ Elementary Class Size & Staffing Ratios (small classes, access, individualization)	○ Class Size & Staffing Ratios (small classes, access, individualization)	○ ~~Class Size & Staffing Ratios (small classes, access, individualization)~~
○ Social-Emotional Learning & Student Support (RULER, wellness, interventions)	○ Social-Emotional Learning & Student Support (RULER, wellness, interventions)	○ Social-Emotional Learning & Student Support (RULER, wellness, interventions)
○ School Culture, Climate & Safety (relationships, pride, safe environments)	○ School Culture, Climate & Safety (relationships, pride, safe environments)	○ ~~School~~ District Culture, Climate & Safety (relationships, pride, safe environments)
○ Technology & Infrastructure (1:1 devices, instructional support)	○ Technology & Infrastructure (1:1 devices, instructional support)	○ Technology & Infrastructure (1:1 devices, instructional support)
○ Community Engagement & Governance (communication, trust, stakeholder voice)	○ Community Engagement & Governance (communication, trust, stakeholder voice)	○ Community Engagement & Governance (communication, trust, stakeholder voice)
○ Data-Informed Decision Making (assessment, planning, continuous improvement)	○ Data-Informed Decision Making (assessment, planning, continuous improvement)	○ Data-Informed Decision Making (assessment, planning, continuous improvement)
		○ ~~Enrichment & Student Opportunities (fine arts, athletics, extended learning)~~

○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)	○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)	
Table 4	**Table 5**	**Table 6**
○ Academic Excellence & Student Achievement (state assessments, growth, rigor) ○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability) ○ High-Quality Staff & Retention (teacher quality, stability, professional learning) ~~○ Class Size & Staffing Ratios (small classes, access, individualization)~~ ○ Social-Emotional Learning & Student Support (RULER, wellness, interventions) ○ School Culture, Climate & Safety (relationships, pride, safe environments) ○ Technology & Infrastructure (1:1 devices, instructional support) ○ Community ~~Engagement &~~ Governance (communication, trust, stakeholder voice) ○ Data-Informed Decision Making (assessment, planning, continuous improvement) ○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)	○ Academic Excellence & Student Achievement (state assessments, growth, rigor) ○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability) ○ High-Quality Staff & Retention (teacher quality, stability, professional learning) ○ Class Size & Staffing Ratios (small classes, access, individualization) ○ Social-Emotional Learning & Student Support (RULER, wellness, interventions) ○ School ~~Culture, Climate &~~ Safety (relationships, pride, safe environments) ○ Technology & Infrastructure (1:1 devices, instructional support) ○ Community Engagement & Governance (communication, trust, stakeholder voice) ○ Data-Informed Decision Making (assessment, planning, continuous improvement) ~~○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)~~ ○ **Giving opportunity for community feedback**	○ Academic Excellence & Student Achievement (state assessments, growth, rigor) ○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability) ○ High-Quality Staff & Retention (teacher quality, stability, professional learning) ○ Class Size across settings & Staffing Ratios (small classes, access, individualization) ○ Social-Emotional Learning & Student Support (RULER, wellness, interventions) ○ School Culture, Climate & Safety (relationships, pride, safe environments) ○ Technology & Infrastructure (1:1 devices, instructional support) ○ Community Engagement & Governance (communication, trust, stakeholder voice) ○ Data-Informed Decision Making (assessment, planning, continuous improvement) ○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)
Table 7	**Table 8**	
○ Academic Excellence & ~~Student Achievement~~ (state assessments, growth, rigor) ○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)	○ Academic Excellence & Student Achievement (state assessments, growth, rigor) ○ Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)	

○ High-Quality Staff & Retention (teacher quality, stability, professional learning) ~~○ Class Size & Staffing Ratios (small classes, access, individualization)~~ ○ Social-Emotional Learning & Student Support (RULER, wellness, interventions) ○ School Culture, Climate & Safety (relationships, pride, safe environments) ○ Technology & Infrastructure (1:1 devices, instructional support) ○ Community Engagement & Governance (communication, trust, stakeholder voice) ○ Data-Informed Decision Making (assessment, planning, continuous improvement) ~~○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)~~	○ High-Quality Staff & Retention (teacher quality, stability, professional learning) ~~○ Class Size & Staffing Ratios (small classes, access, individualization)~~ ○ Social-Emotional Learning & Student Support (RULER, wellness, interventions) ○ School Culture, Climate & Safety (relationships, pride, safe environments) ○ Technology & Infrastructure (1:1 devices, instructional support) ○ Community Engagement & Governance (communication, trust, stakeholder voice) ○ Data-Informed Decision Making (assessment, planning, continuous improvement) ○ ~~Enrichment &~~ Student Opportunities (fine arts, athletics, extended learning)	

Facilitator Summary: Strengths

- Academic Excellence & Student Achievement (state assessments, growth, rigor)
- Financial Stability & Fiscal Responsibility (AAA bond rating, budgeting, sustainability)
- High-Quality Staff & Retention (teacher quality, stability, professional learning)
- Elementary Class Size & Staffing Ratios (small classes, access, individualization)
- Social-Emotional Learning & Student Support (RULER, wellness, interventions)
- School Culture, Climate & Safety (relationships, pride, safe environments)
- Technology & Infrastructure (1:1 devices, instructional support)
- Community Engagement & Governance (communication, trust, stakeholder voice)
- Data-Informed Decision Making (assessment, planning, continuous improvement)

WEAKNESSES

Table 1	Table 2	Table 3
○ Staff Diversity & Representation (equity, demographics, inclusion)	○ Staff Diversity & Representation (equity, demographics, inclusion)	○ Staff Diversity & Representation (equity, demographics, inclusion)

• Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust, delivery, two-way participation) • Student Engagement & Instructional Innovation (engagement, relevance) • Equity of Resources & Support (space, staffing, services) • Behavior, Discipline & Consistency (expectations, consequences) • Staff Voice, Satisfaction & Climate (engagement, morale) • Family Engagement & Understanding (partnerships, clarity) • Financial & Structural Constraints (debt, external factors)	• Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust) • Student Engagement & Instructional Innovation (engagement, relevance) • Equity of Resources & Support (space, staffing, services) • Behavior, Discipline & Consistency (expectations, consequences) • Staff Voice, Satisfaction & Climate (engagement, morale) • Family Engagement & Understanding (partnerships, clarity) • Financial & Structural Constraints (debt, external factors) • Improved advanced learning opportunities • Extracurriculars aligned to current needs	• Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust. cohesion across communication channels) • Student Engagement & Instructional Innovation (engagement, relevance) • Equity of Resources & Support (space, staffing, services) • Behavior, Discipline & Consistency (expectations, consequences) • Staff Voice, Satisfaction & Climate (engagement, morale) • Family Engagement & Understanding (partnerships, clarity) • Financial & Structural Constraints (debt, external factors)
Table 4	**Table 5**	**Table 6**
• Staff Diversity & Representation (equity, demographics, inclusion) • Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust) • Student Engagement & Instructional Innovation (engagement, relevance)	• Staff Diversity & Representation (equity, demographics, inclusion) • Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust) • Student Engagement & Instructional Innovation (engagement, relevance)	• Staff Diversity & Representation (equity, demographics, inclusion) • Teacher Attendance & Substitute Shortages (staffing stability, continuity) • Curriculum Rigor, Relevance & Consistency (alignment, expectations) • Communication & Transparency (clarity, consistency, trust) • Student Engagement & Instructional Innovation (engagement, relevance) • Equity of Resources & Support (space, staffing, services)

○ Equity of Resources & Support (space, staffing, services) ○ Behavior, Discipline & Consistency (expectations, consequences) ○ Staff Voice, Satisfaction & Climate (engagement, morale) ○ Family Engagement & Understanding (partnerships, clarity) ○ Financial & Structural Constraints (debt, external factors)	○ Equity of Resources & Support (space, staffing, services) ○ Behavior, Discipline & Consistency (expectations, consequences) ○ Staff Voice, Satisfaction & Climate (engagement, morale) ○ Family Engagement & Understanding (partnerships, clarity) ○ Financial & Structural Constraints (debt, external factors)	○ Behavior, Discipline & Consistency (expectations, consequences) ○ Staff Voice, Satisfaction & Climate (engagement, morale) ○ Family Engagement & Understanding (partnerships, clarity) ○ Financial & Structural Constraints (debt, external factors)
Table 7	**Table 8**	
○ Staff Diversity & Representation (equity, demographics, inclusion) ○ Teacher Attendance & Substitute Shortages (staffing stability, continuity) ○ Curriculum Rigor, Relevance & Consistency (alignment, expectations) ○ Communication & Transparency (clarity, consistency, trust, Increase visibility and recognition of district accomplishments) ○ Student Engagement & Instructional Innovation (engagement, relevance) ○ Equity of Resources & Support (space, staffing, services) ○ Behavior, Discipline & Consistency (expectations, consequences) ○ Staff Voice, Satisfaction & Climate (engagement, morale) ○ Family Engagement & Understanding (partnerships, clarity) ○ Financial & Structural Constraints (debt, external factors)	○ Staff Diversity & Representation (equity, demographics, inclusion) ○ Teacher Attendance & Substitute Shortages (staffing stability, continuity) ○ Curriculum Rigor, Relevance & Consistency (alignment, expectations) ○ Communication & Transparency (clarity, consistency, trust) ○ Student Engagement & Instructional Innovation (engagement, relevance) ○ Equity of Resources & Support (space, staffing, services) ○ Behavior, Discipline & Consistency (expectations, consequences) ○ Staff Voice, Satisfaction & Climate (engagement, morale) ○ Family Engagement & Understanding (partnerships, clarity) ○ Financial & Structural Constraints (debt, external factors)	

	○ Inclusion, Diversity & Equity Action (belonging, representation, access- (moved from opportunity)	

Facilitator Summary: Weaknesses

- Staff Diversity & Representation (equity, demographics, inclusion)
- Teacher Attendance & Substitute Shortages (staffing stability, continuity)
- Curriculum Rigor, Relevance & Consistency (alignment, expectations)
- Communication & Transparency (clarity, consistency, trust, delivery, two-way participation)
- Student Engagement & Instructional Innovation (engagement, relevance)
- Equity of Resources & Support (space, staffing, services)
- Behavior, Discipline & Consistency (expectations, consequences)
- Staff Voice, Satisfaction & Climate (engagement, morale)
- Family Engagement & Understanding (partnerships, clarity)

Financial & Structural Constraints (debt, external factors)

OPPORTUNITIES

Table 1	Table 2	Table 3
○ Personalized & Extended Learning Opportunities (voice, choice, growth)	○ Personalized & Extended Learning Opportunities (voice, choice, growth)	○ Personalized & Extended Learning Opportunities (voice, choice, growth)
○ Curriculum Innovation & Readiness (rigor, relevance, future-focused)	○ Curriculum Innovation & Readiness (rigor, relevance, future-focused)	○ Curriculum Innovation & Readiness (rigor, relevance, future-focused)
○ Inclusion, Diversity & Equity Action (belonging, representation, access)	○ Inclusion, Diversity & Equity Action (belonging, representation, access)	○ Inclusion, Diversity & Equity Action (belonging, representation, access)
~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~	~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~	~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~
○ Staff Recruitment, Retention & Support (diversity, compensation, trust)	○ Staff Recruitment, Retention & Support (diversity, compensation, trust)	○ Staff Recruitment, Retention & Support (diversity, compensation, trust)
○ Student Engagement, Enrichment & Athletics (access, balance, opportunity)	○ Student Engagement, Enrichment & Athletics (access, balance, opportunity)	○ Student Engagement, Enrichment & Athletics (access, balance, opportunity)
○ Special Education and Advanced Learning Planning & Services (structure, future readiness)	○ Special Education and Advanced Learning Planning & Services (structure, future readiness)	○ Special Education and Advanced Learning Planning & Services (structure, future readiness)
		○ Social-Emotional Learning & Restorative Practices (consistency, culture.
		○ Student Pathways & Transitions (readiness, continuity)

○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports	○ Social-Emotional Learning & Restorative Practices (consistency, culture, RULER implementation) ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Effective integration of Technology ○ Community Partnerships & External Supports	○ Artificial Intelligence literacy and Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports
Table 4	**Table 5**	**Table 6**
○ Personalized & Extended Learning Opportunities (voice, choice, growth) ○ Curriculum Innovation & Readiness (rigor, relevance, future-focused) ○ Inclusion, Diversity & Equity Action (belonging, representation, access) ~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~ ○ Staff Recruitment, Retention & Support (diversity, compensation, trust) ○ Student Engagement, Enrichment & Athletics (access, balance, opportunity) ○ Special Education and Advanced Learning Planning & Services (structure, future readiness) ○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence literacy and Integration (instruction, professional learning, policy)	○ Personalized & Extended Learning Opportunities (voice, choice, growth) ○ Curriculum Innovation & Readiness (rigor, relevance, future-focused) ○ Inclusion, Diversity & Equity Action (belonging, representation, access) ~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~ ○ Staff Recruitment, Retention & Support (diversity, compensation, trust) ○ Student Engagement, Enrichment, Fine Arts, & Athletics (access, balance, opportunity) ○ Special Education and Advanced Learning Planning & Services (structure, future readiness) ○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity)	○ Personalized & Extended Learning Opportunities (voice, choice, growth) ○ Curriculum Innovation & Readiness (rigor, relevance, future-focused) ○ Inclusion, Diversity & Equity Action (belonging, representation, access) ~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~ ○ Staff Recruitment, Retention & Support (diversity, compensation, trust) ○ Student Engagement, Enrichment & Athletics (access, balance, opportunity) ○ Special Education and Advanced Learning Planning & Services (structure, future readiness) ○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports ○ Parent awareness and understanding of MAP scores.

○ Community Partnerships & External Supports	○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports ○ Whole child-centered qualitative, data-supported decision making	
Table 7	**Table 8**	
○ Personalized & Extended Learning Opportunities (voice, choice, growth) ○ Curriculum Innovation & Readiness (rigor, relevance, future-focused) ○ Inclusion, Diversity & Equity Action (belonging, representation, access) ~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~ ○ Staff Recruitment, Retention & Support (diversity, compensation, trust) ○ Student Engagement, Enrichment & Athletics (access, balance, opportunity) ○ Special Education and Advanced Learning Planning & Services (structure, future readiness) ○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports ○ Enrichment & Student Opportunities (fine arts, athletics, extended learning)	○ Personalized & Extended Learning Opportunities (voice, choice, growth) ○ Curriculum Innovation & Readiness (rigor, relevance, future-focused) ○ Inclusion, Diversity & Equity Action (belonging, representation, access) moved to weakness ~~○ Personalized & Extended Learning Opportunities (voice, choice, growth)~~ ○ Staff Recruitment, Retention & Support (diversity, compensation, trust) ○ Student Engagement, Enrichment & Athletics (access, balance, opportunity) ○ Special Education and Advanced Learning Planning & Services (structure, future readiness) ○ Social-Emotional Learning & Restorative Practices (consistency, culture. ○ Student Pathways & Transitions (readiness, continuity) ○ Artificial Intelligence Integration (instruction, professional learning, policy) ○ Community Partnerships & External Supports ○ Early childhood education	
Facilitator Summary: Opportunities		

- Personalized & Extended Learning Opportunities (voice, choice, growth)
- Curriculum Innovation & Readiness (rigor, relevance, future-focused)
- Inclusion, Diversity & Equity Action (belonging, representation, access)
- ~~Personalized & Extended Learning Opportunities (voice, choice, growth)~~
- Staff Recruitment, Retention & Support (diversity, compensation, trust)
- Student Engagement, Enrichment & Athletics (access, balance, opportunity)
- Special Education and Advanced Learning Planning & Services (structure, future readiness)
- Social-Emotional Learning & Restorative Practices (consistency, culture.
- Student Pathways & Transitions (readiness, continuity)
- Artificial Intelligence Integration (instruction, professional learning, policy)
- Community Partnerships & External Supports

Enrichment & Student Opportunities (fine arts, athletics, extended learning)

THREATS

Table 1	Table 2	Table 3
○ Funding Instability & Unfunded Mandates (state, federal, special education)	○ Funding Instability & Unfunded Mandates (state, federal, special education)	○ Funding Instability & Unfunded Mandates (state, federal, special education)
○ Misinformation, Disinformation & Social Media Influence (trust, perception)	○ Misinformation, Disinformation & Social Media Influence (trust, perception)	○ Misinformation, Disinformation & Social Media Influence (trust, perception)
○ Student Mental Health & Behavioral Challenges (well-being, safety)	○ Student Mental Health & Behavioral Challenges (well-being, safety)	○ Student Mental Health & Behavioral Challenges (well-being, safety)
○ Staffing Shortages & Workforce Transitions (certification, retirement)	○ Staffing Shortages & Workforce Transitions (certification, retirement)	○ Staffing Shortages & Workforce Transitions (certification, retirement)
○ Political & External Influences (policy, polarization)	○ Political & External Influences (policy, polarization)	○ Political & External Influences (policy, polarization)
○ Tax Revenue Volatility (property tax, economic shifts)	○ Tax Revenue Volatility (property tax, economic shifts)	○ Tax Revenue Volatility (property tax, economic shifts)
○ Student Safety & Engagement Risks (attendance, motivation)	○ Student Safety & Engagement Risks (attendance, motivation)	○ Student Safety & Engagement Risks (attendance, motivation)
○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries)	○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries)	○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries)
○ Fear of Change & Legal Exposure (innovation, litigation)	○ Fear of Change & Legal Exposure (innovation, litigation)	○ Fear of Change & Legal Exposure (innovation, litigation)
		○ Utilization of Artificial Intelligence

Table 4	**Table 5**	**Table 6**
○ Funding Instability & Unfunded Mandates (state, federal, special education) ○ Misinformation, Disinformation & Social Media Influence (trust, perception) ○ Student Mental Health & Behavioral Challenges (well-being, safety) ○ Staffing Shortages & Workforce Transitions (certification, retirement) ○ Political & External Influences (policy, polarization) ○ Tax Revenue Volatility (property tax, economic shifts) ○ Student Safety & Engagement Risks (attendance, motivation) ○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries) ○ Fear of Change & Legal Exposure (innovation, litigation)	○ Funding Instability & Unfunded Mandates (state, federal, special education) ○ Misinformation, Disinformation & Social Media Influence (trust, perception) ○ Student Mental Health & Behavioral Challenges (well-being, safety) ○ Staffing Shortages & Workforce Transitions (certification, retirement) ○ Political & External Influences (policy, polarization) ○ Tax Revenue Volatility (property tax, economic shifts) ○ Student Safety & Engagement Risks (attendance, motivation) ○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries) ○ Fear of Change & Legal Exposure (innovation, litigation)	○ Funding Instability & Unfunded Mandates (state, federal, special education) ○ Misinformation, Disinformation & Social Media Influence (trust, perception) ○ Student Mental Health & Behavioral Challenges (well-being, safety) ○ Staffing Shortages & Workforce Transitions (certification, retirement) ○ Political & External Influences (policy, polarization) ○ Tax Revenue Volatility (property tax, economic shifts) ○ Student Safety & Engagement Risks (attendance, motivation) ○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries) ○ Fear of Change & Legal Exposure (innovation, litigation)
Table 7	**Table 8**	
○ Funding Instability & Unfunded Mandates (state, federal, special education) ○ Misinformation, Disinformation & Social Media Influence (trust, perception) ○ Student Mental Health & Behavioral Challenges (well-being, safety) ○ Staffing Shortages & Workforce Transitions (certification, retirement) ○ Political & External Influences (policy, polarization) ○ Tax Revenue Volatility (property tax, economic shifts)	○ Funding Instability & Unfunded Mandates (state, federal, special education) ○ Misinformation, Disinformation & Social Media Influence (trust, perception) ○ Student Mental Health & Behavioral Challenges (well-being, safety) ○ Staffing Shortages & Workforce Transitions (certification, retirement) ○ Political & External Influences (policy, polarization) ○ Tax Revenue Volatility (property tax, economic shifts)	

○ Student Safety & Engagement Risks (attendance, motivation) ○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries) ○ Fear of Change & Legal Exposure (innovation, litigation) ○ Ignoring Artificial Intelligence	○ Student Safety & Engagement Risks (attendance, motivation) ○ Facilities Capacity & Enrollment Shifts (overcrowding, boundaries) ○ Fear of Change & Legal Exposure (innovation, litigation)	

Facilitator Summary: Threats

- Funding Instability & Unfunded Mandates (state, federal, special education)
- Misinformation, Disinformation & Social Media Influence (trust, perception)
- Student Mental Health & Behavioral Challenges (well-being, safety)
- Staffing Shortages & Workforce Transitions (certification, retirement)
- Political & External Influences (policy, polarization)
- Tax Revenue Volatility (property tax, economic shifts)
- Student Safety & Engagement Risks (attendance, motivation)
- Facilities Capacity & Enrollment Shifts (overcrowding, boundaries)
- Fear of Change & Legal Exposure (innovation, litigation)

Vision Retreat Surveys

The district collected responses from middle school students, staff and families on what they would like to see different in the future.

Students		
Table 1	**Table 2**	**Table 3**
1. Active participation is all aspects of the classroom 2. Clear instruction that is helpful- hands on, interactive, real world, relevant 3. Flexible curriculum tailored to students- pacing, delivery, method, projects	1. Understand what success looks like in my classes 2. Feel proud and successful about my learning 3. School spaces make it easy to work along, in small groups and as a whole class	1. Relevant, hands on, interaction instruction 2. Balanced instructional practices: choice, flexibility, collaborative 3. Feeling seen and heard 4. Consistent and clear expectations and models

4. Culture where everyone feels they belong and are supported 5. Everyone matters	4. Teachers care about me as a person 5. Teachers treat me with respect and help me when I need it 6. Teachers trust students with technology learning by their self	
Table 4	**Table 5**	**Table 6**
1. Interactive, hands-on learning 2. Small group or. Partnered opportunities to learn 3. More chances for self-paced learning 4. Developing good study habits and time management 5. Clear expectations and step by step instructions	1. Clear expectations 2. Knowing what success looks like 3. Increase engagement and interest-based learning 4. Connections between instruction and real life 5. Well-being- meeting social and emotional needs	1. Students feel cared for and adults notice them, listen to them, help them when they struggle 2. Treat with kindness, patience and respect both academically and personally 3. Engaging, hands-on interactive instruction with real-world applications 4. Flexibility and choice in their learning with clear instruction, balancing student needs with staff support
Table 7	**Table 8**	
1. Hands on activities with clear expectations and instructions 2. Know what success looks like 3. Real world applications 4. Student-staff respect, relationship and kindness 5. Balanced appropriate technology use 6. Acknowledging growth and success	1. Collaborative learning 2. Real world applications 3. Choice and flexibility in learning outcomes 4. Clarity in expectations for learning 5. Know what success looks like 6. Attention to student well-being	

Facilitator Summary:

Repeated Core Themes Across All Ideas

1. Clear Expectations & Knowing What Success Looks Like

- Clear instructions and models

- Step-by-step guidance
- Understanding goals and outcomes
- Consistency in expectations

Students feel more confident and successful when expectations are explicit.

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2. Engaging, Hands-On, Real-World Learning

- Interactive, hands-on activities
- Real-world applications and relevance
- Meaningful, interest-based instruction

Learning is more motivating and effective when it connects to real life.

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3. Flexibility, Choice, and Personalized Learning

- Flexible pacing, delivery, and methods
- Student choice in learning
- Self-paced and technology-supported learning

Students value autonomy and instruction tailored to their needs.

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4. Positive Relationships, Care, and Respect

- Feeling seen, heard, and supported
- Teachers caring about students as people
- Mutual respect, kindness, and patience

A strong sense of belonging supports both learning and well-being.

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5. Collaborative and Inclusive Learning Environments

- Small group and partner learning
- Whole-class, group, and independent options
- Spaces that support collaboration

Students learn best in environments designed for connection.

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6. Student Well-Being and Growth

- Social and emotional support
- Acknowledging progress and success
- Helping students when they struggle

Academic success is tied closely to well-being.

Families		
Table 1	**Table 2**	**Table 3**
1. Every child consistently challenged to reach their full potential 2. Multi-faceted safety for entire school	1. Help parents be better parents and understand expectation for their partnership 2. Balane learning mediums and	1. Making sure students make good and appropriate use of AI 2. Focus on whole child 3. Listen to parent concerns and needs

community (physical, emotional, social) 3. Continue to focus on the whole child 4. Use technology in an effective and responsible manner	application in the classroom 3. Foster student growth across the range of student abilities expanding resource on lower and higher ends of the spectrum 4. Provide consolidated and consistent platform for communication and collaboration across all aspects of the district **5.** Make sure all programs and intervention are making a difference and we are implementing them right	4. Preparing my child to be successful in a global, digital world
Table 4	**Table 5**	**Table 6**
1. Keeping communication clear, consistent and personal 2. All staff are caring, responsive, attentive and high quality 3. Understand perspectives of all students and families 4. Engaging, attentive, high quality curriculum that is hands on and adaptable to student need 5. Recognizing and supporting the importance of the whole child- SEL. Well-being	1. Challenging curriculum with supports to ensure growth and success 2. Differentiated learning with real world skills 3. Sense of belonging for all students and staff 4. Safe learning environment 5. Clear communication and high engagement with the community	1. Robust and clear communication across a variety of topics- curriculum, instruction, assessment, meeting individual needs, interventions, and enrichments 2. Appropriate screen time with personal learning time with other resources and methods 3. High expectations, academic rigor, enrichment, advanced learning 4. Continued focus on the whole child- well being, social and emotional needs, belonging, safety 5. Behavioral expectation- clarity and consistency in management and consequences
Table 7	**Table 8**	
1. Enrichment opportunities 2. Responsible integration of technology	1. Academic rigor and differentiation 2. Whole child emphasis 3. Balance with technology	

3. Clear and consistent communication 4. Life skills and SEL 5. Clarify behavior expectations 6. Know what success looks like	4. Expand hands-on, real world learning opportunities 5. Challenge advanced learners	

Facilitator Summary:

Core Themes Across All Ideas

1. Whole Child Focus

- Academic, social, emotional, and behavioral needs
- Well-being, SEL, belonging, and life skills
- Supporting students as people, not just learners

Success is defined beyond academics.

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2. High Expectations, Challenge, and Growth for All

- Academic rigor and enrichment
- Challenging all learners (including advanced and struggling students)
- Differentiation and appropriate supports
- Ensuring programs and interventions actually work

Every student is expected—and supported—to grow.

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3. Safe, Supportive, Inclusive Learning Environments

- Physical, emotional, and social safety
- Sense of belonging
- Clear and consistent behavior expectations
- Caring, responsive adults

Students learn best when they feel safe and valued.

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4. Clear, Consistent, and Meaningful Communication

- Communication with families and community
- Clear expectations for students and parents
- Shared platforms and consistency across the district
- Listening to family concerns and perspectives

Trust is built through clarity and connection.

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5. Balanced and Responsible Use of Technology

- Appropriate screen time
- Responsible and ethical use of AI
- Technology used to support—not replace—learning
- Preparing students for a digital, global world

Technology is a tool, not the goal.

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6. Engaging, Relevant, Real-World Learning

- Hands-on, applied learning experiences
- Real-world skills and applications
- Enrichment opportunities beyond core academics

Learning is most powerful when it connects to life.

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7. Clarity Around Expectations and Success

- Knowing what success looks like
- Clear behavioral and academic expectations
- Consistency in management and accountability

Students and families succeed when expectations are transparent.

Staff		
Table 1	**Table 2**	**Table 3**
1. Provide equitable and timely supports for students with diverse and high needs 2. Clear, consistent districtwide behavior policies and stronger support for teachers in managing challenging behaviors 3. Have the resources needed to do the required work	1. Salaries and benefits competitive 2. A culture of trust, respect, collaboration and shared responsibility is in place 3. Increased focus on executive functioning 4. More hands-on real world, developmentally appropriate learning **5.** Tech used effectively	1. Social-emotional support for student and staff 2. Timely and effective interventions for students who struggle academically, behaviorally, or with executive functioning 3. District leaders better understanding classroom realities, curriculum. Behavior, schedules, planning, transparency 4. Having some professional autonomy 5. Valuing staff voice, input, professionalism, and experience **6.** Trust
Table 4	**Table 5**	**Table 6**
1. Proving training, coaching, support to assist staff with new implementations and strategies 2. Staff voice and input in curriculum decisions 3. Compensation and working conditions to retain and attract great staff members	1. MTSS support helps students- make sure interventions are working 2. Correct resources to do the job well 3. Students learn how to use AI appropriately 4. Collaboration among staff for effective teams and support	1. Desire clear, consistent district-wide behavior policies and managing challenging behavior 2. Support from respect form and collaboration with administration in learning and classroom decision-making 3. Meaningful collaboration and time to do so.

4. Improved intervention systems	5. Adequate staff planning and collaboration time to focus on all learner needs	4. Striving for diverse backgrounds in staffing 5. Competitive salaries and benefits to recruit and retain high quality staff
Table 7	**Table 8**	
1. Consistency in behavior and SEL 2. Support for diverse learners and advanced learners 3. Competitive salary and benefits 4. Staff voice into appropriate decisions that impact teaching and learning 5. Hands on, real world learning	1. Increased focus 2. Appropriate professional learning 3. Stronger, consistent systems with clarity of expectations 4. Increased support for staff 5. Better ways to ensure support and success for all students 6. Focus	

Facilitator Summary:

Reoccurring Themes Across All Ideas

1. Equitable Support for All Students

- Timely academic, behavioral, social-emotional, and executive functioning supports
- Strong intervention systems (MTSS) that are monitored for effectiveness
- Support for diverse learners, including students with high and advanced needs

All students succeed when supports are equitable, timely, and responsive to individual needs.

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2. Clear, Consistent Systems and Expectations

- District-wide behavior policies and consistent SEL practices
- Clear expectations for students and staff
- Strong, reliable systems that are implemented with fidelity

Consistency and clarity reduce uncertainty and create conditions for success for students and staff.

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3. Trust, Respect, and Shared Responsibility

- Culture of trust between staff and administration
- Valuing staff voice, expertise, and professionalism
- Shared responsibility for student outcomes

Trusting, respectful relationships strengthen collaboration and improve outcomes across the system.

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4. Staff Voice, Autonomy, and Collaboration

- Meaningful staff input in curriculum and instructional decisions
- Professional autonomy in classrooms
- Structured time for collaboration, planning, and teamwork

Empowered educators are more effective, invested, and innovative in supporting students.

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5. Professional Learning, Coaching, and Ongoing Support

- Training and coaching for new initiatives and strategies
- Support for effective implementation
- Professional learning aligned to classroom realities

Sustained learning and coaching ensure initiatives are implemented well and with confidence.

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6. Adequate Resources and Working Conditions

- Competitive salaries and benefits to recruit and retain high-quality staff
- Sufficient staffing, time, and tools to do the work well
- Diverse staffing reflective of student populations

Strong schools require the right people, time, and resources to meet growing demands.

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7. Engaging, Hands-On, Real-World Learning

- Developmentally appropriate, hands-on experiences
- Real-world applications
- Effective and responsible technology and AI use

Students and staff are most engaged when learning is relevant, practical, and meaningful.

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8. Social-Emotional Well-Being for Students and Staff

- SEL support for both students and staff
- Attention to mental health, workload, and balance
- Consistency in behavior and SEL practices

Well-being is foundational to learning, teaching, and long-term success.

Mission		
Table 1	**Table 2**	**Table 3**
Key words for mission statement Learn/educate together Support Prepare for what is next Everyone's path is different	**Empower an inclusive and diverse community through high-quality learning experiences that drive innovation, resilience, and contribute positively in a global society**	**Create an inclusive community where every learner is supported, valued and prepared for an evolving world.**
Table 4	**Table 5**	**Table 6**
Provide a diverse and caring community to ensure every learner is challenged, supported and prepared to succeed.	**Ensure every learner is challenged, support, and prepared to contribute and thrive in our evolving world.**	**Together we learn, empower and build a better future.**
Table 7	**Table 8**	
Together we build belonging and support and challenge	**Together we support every learner to grow and be**	

every learner to thrive in our ever-changing world	**challenged I our evolving world.**	

Facilitator Summary:

Mission Statement Option 1 (Clear & Inspiring)

"Together, we create an inclusive and caring community where every learner is supported, challenged, and prepared to thrive in an ever-changing world."

Mission Statement Option 2 (Belonging & Growth Focused)

"We empower a diverse community of learners by building belonging, supporting individual paths, and providing meaningful learning experiences that prepare every student for what comes next."

Mission Statement Option 3 (Future-Focused & Uplifting)

"Our mission is to support and challenge every learner through inclusive, high-quality education—preparing students to grow, contribute, and succeed in a changing world."

Vision

Table 1	Table 2	Table 3
Create an environment that allows everyone to do their best work. ○ Building the knowledge skills and attitudes of. Learners to be successful, contributing citizens of a global society ○ Foster an environment where everyone feels safe, supported and seen ○ Encourage curiosity, creativity and problem solving ○ Partner with staff, families and community members to ensure student success ○ Values all voices.	Together, we empower every learner to learn boldly, grow confidently, and shape a better tomorrow. ○ Embed innovation and future competencies across all grade levels ○ Students take ownership of their learning and choices ○ Curiosity, creativity, and problem-solving are encouraged ○ Elevate learner, family and staff voice in decision-making. ○ Schools model empathy, collaboration, and hope for the future ○ Mistakes are part of learning and growth	A district where every student is supported, seen, and has access to the resources they need to succeed. ○ Promote well-being, belonging and resilience across all schools ○ Promote a love. Of learning and mutual engagement/ownership of learning and achievement ○ Build strong partnerships with families, community, organizations, and businesses ○ Allocate resources strategically to ensure equity across schools ○ Identify and reform systemic barriers to access, opportunity and achievement ○ Alignment of structures, expectations and

		accountability across the system o Alignment of curriculum, assessment and instruction to maximize learning and success
Table 4	**Table 5**	**Table 6**
A district committed to excellence where every learner is prepared to adapt, lead and succeed by providing a high quality, equitable and inclusive education.	A community where every learner feels valued, supported, confident and prepared to thrive today and tomorrow. o Learning prepares students for school, work and life o Staff families, community members partner in student success o Equity and student well being guides decisions about resources, access, opportunities o Curiosity, creativity, collaboration, resilience and problem-solving are practiced and celebrated o Student voice, ownership, and leadership are valued	A community where every learner feels valued, supported and prepared to thrive today and tomorrow. o Every student feels welcomed and respected for who they are o Every student is encouraged to try new things and believe in themselves. o Learning is engaging and connected to real life o Everyone models empathy, collaboration and hope for the future o Staff, families and community members partner in student success o Equity guides decisions about resources, access, and opportunities
Table 7	**Table 8**	
Together we empower every learner to learn boldly, grow confidently, and thrive today and tomorrow o Students take ownership of their learning and choices o Student voice and leadership are valued o Learning is engaging, challenging and connected to real life	o Every student feels welcome and respected for who they are o Learning is engaging and prepares students for school, work and life. o Ownership of learning is a collaborative effort between students,	

○ Schools model empathy and collaboration ○ Staff, families, and community members partner in student success ○ Every student is encouraged to grow, try new things, and believe in themselves	staff, families and community members ○ Mistakes are a part of learning and growth in an evolving world.	

Facilitator Summary:

The first set of examples were generated from issues you selected from the student, staff and family vision surveys

Vision Statement Example 1

We believe every student deserves a learning experience that is clear, meaningful, and centered on who they are—where they feel supported, challenged, and excited about their future.

- **Clear Pathways to Success** – Expectations are transparent, consistent, and easy to understand so students know what success looks like.
- **Learning That Comes to Life** – Hands-on, real-world learning sparks curiosity, purpose, and joy.
- **Learning Designed Around Each Student** – Flexible, personalized learning honors individual strengths, interests, and pace.
- **Belonging, Care, and Strong Relationships** – Every student is known, valued, and respected.
- **Support When It's Needed Most** – Equitable systems ensure every learner gets the right support at the right time.
- **Learning Together** – Collaboration among students, families, and staff strengthens our entire community.

Vision Statement Example 2

Our district is a place where students feel safe to try, supported to grow, and inspired to discover who they can become.

- **Clarity That Builds Confidence** – Clear goals, expectations, and communication help students and families feel informed and empowered.
- **Engaging, Meaningful Learning** – Learning is active, relevant, and connected to real life beyond the classroom.
- **Choice, Flexibility, and Voice** – Students and educators have agency in how learning happens.
- **Whole Child Well-Being** – We care for students' academic success and social-emotional health together.
- **Inclusive, Supportive Learning Spaces** – Schools are welcoming environments where everyone belongs.
- **Shared Purpose and Responsibility** – Strong partnerships unite students, families, and staff around student success.

Vision Statement Example 3

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

- **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** – Learning 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.
- **Equitable Support for Every Learner** – Resources and interventions are responsive and effective.
- **Collaboration and Community** – We learn and grow together through strong partnerships.

The second set of Vision statements were generated from the 8 vision statements submitted by the team.

Vision Statement Option 1: Empowered Learners

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

- 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

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Vision Statement Option 2: Belonging and Excellence

We are a district where every learner is seen, supported, and prepared to succeed today and tomorrow.

- Schools foster a strong sense of belonging, well-being, and resilience
- High-quality instruction and aligned systems maximize learning for all students
- Students are encouraged to take risks, learn from mistakes, and believe in themselves
- Innovation and future-ready skills are embedded across all grade levels
- Student voice and leadership are valued and elevated
- Staff, families, and community work together to ensure equitable success

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Vision Statement Option 3: Future-Ready Community

We create inclusive, innovative learning environments where every learner is prepared to adapt, lead, and thrive.

- Learning develops the knowledge, skills, and mindsets needed for life in a global society
- Students experience engaging, real-world learning that encourages curiosity and creativity
- Equity and access guide resource allocation and remove systemic barriers
- Schools model empathy, collaboration, and hope for the future

- Students, families, staff, and community members share owners

Core Values

Table 1	Table 2	Table 3
We care about people. Everyone belongs here. Fairness matters. We try. We learn. We improve. We work better together. We don't give up.	We care about people. Everyone belongs here. Fairness matters. We try. We learn. We improve. We work better together. We don't give up.	Collaboration and Communication Compassion & Empathy Inclusivity & Equity Integrity & Ownership Effort & Engagement Sustainability & Adaptability
Table 4	**Table 5**	**Table 6**
We care about people. We all belong We promote equity We work better together. We embrace challenge We Learn, try and improve	We persevere We care about and respect people Everyone belongs here We work better together Fairness matters We learn, try and improve	We care about one another Everyone belongs here Our effort and work matters We learn, try and improve We are better together We don't give up
Table 7	**Table 8**	
We care about peop[e. Everyone belongs here Fairness matters We learn, try, and improve We work better together We value collaboration	We care about people Everyone belongs here Fairness matters We. learn, try, and improve We work better together We don't give up	

Facilitator Summary:

We care about people. (Compassion & Empathy)
Everyone belongs here. (inclusivity & Diversity)
Fairness matters .(Equity and Social Justice)
We. learn, try, and improve. (Innovation and Creativity)
We work better together. (Collaboration & Communication)
We don't give up. (Resilience & Perseverance)
We take responsibility for our actions .(Responsibility and Accountability)
We grow individually and together. (Growth & Continuous Improvement)

Once these are finalized we will develop bullet points for clarity

LEARNER/GRADUATE PORTRAIT

A **graduate portrait** outlines the **knowledge, skills, and dispositions** students should possess **when they leave the institution**.
"What an ideal graduate knows, can do, and is like as a person."
Last spring and summer a group of stakeholders began to draft the Learner/Graduate Portrait. It is still a work in progress but when completed will be part of the Preferred Future Statement.

District Learner/Graduate Portrait Competencies

1. Critical & Creative Thinker
Graduates analyze complex problems, think creatively, and apply knowledge to new situations.

2. Effective Communicator
Graduates express ideas clearly and purposefully across audiences, platforms, and contexts.

3. Inclusive Collaborator
Graduates work respectfully with diverse individuals, value multiple perspectives, and contribute meaningfully to teams.

4. Self-Directed & Adaptive Learner
Graduates take ownership of learning, demonstrate curiosity, and adapt in a changing world.

5. Ethical & Responsible Decision-Maker
Graduates act with integrity, make responsible choices, and consider the impact of their actions on others and the world.

6. Resilient & Well-Balanced Individual
Graduates demonstrate perseverance, emotional intelligence, and personal well-being.

7. Innovative & Visionary Leader
Graduates lead with empathy, creativity, and a commitment to positive change.

The team will meet on February 17 from 8:30-3:00 pm for the Setting Direction Retreat from 8:30-3:00.

Between now and that meeting the district will collect feedback from students and teachers on the Graduate Portrait.

Thanks for your energy and participation today.

AHSD 25
LEARNER/GRADUATE PROFILE

The Transformational Learner/Graduate Portrait is a set of evidence based practices that highlight the most essential elements of effective learning. They bring focus and a common language to the shared work of ensuring all students have access to impactful and joyful learning experiences. They focus on the elements of effective learning that will prepare our students for high school and life beyond.

TOP EIGHT (Elements of a D25 Learner/Graduate)	DESCRIPTION
Critical and Creative Thinking • 7 tables out of 7 • Aligned with D214 Graduate Portrait: Think Critically	• I use creative thinking to generate new ideas and create innovative solutions to problems. • I use critical thinking to analyze, evaluate and interpret information to make sound decisions.
Communication & Collaboration • 7 tables out of 7 • Aligned with D214 Graduate Portrait: Communicate Effectively	• I use clear and concise language to build strong relationships, exchange ideas, foster trust, and ensure a shared understanding, agreement, and common direction. • I work together with others to create a positive and inclusive learning environment that values teamwork, innovation and creative solutions and perspectives to achieve a common goal.
Responsibility & Accountability • 7 tables out of 7 • Aligned with D214 Graduate Portrait: Own My Future	• I understand that becoming a responsible learner is crucial for academic success and overall personal growth. • I take ownership of the results of my behaviors and actions, both successes and failures.
Problem Solving & Decision Making • 7 tables out of 7	• By engaging in problem-solving activities, I actively apply my knowledge, develop a deeper understanding of concepts, and improve my ability to recall information. • I work hard to choose the best course of action from available options.
Literacy-Listening, Speaking, Reading, Writing • 7 tables out of 7 • Aligned with D214 Graduate Portrait: Support for My Community	• I value reading, writing, speaking, and listening, all of which are essential for comprehending information, expressing ideas, and communicating effectively across all subject areas and as a global citizen.
Empathy & Perseverance • 7 tables out of 7 • Aligned with D214 Graduate Portrait: Demonstrate Kindness & Show Resilience	• I connect with others, demonstrate understanding of their needs and perspectives, and interact with kindness and respect. • I view challenges and setbacks as learning opportunities, bouncing back and forward ultimately leading to greater academic success and improved emotional well-being.
Flexibility & Agility • 5 tables out of 7 • Aligned with D214 Graduate Portrait: Show Resilience	• I adapt to changing learning environments and life situations, allowing me to learn at my own pace and take personal responsibility for my learning. • By fostering a mindset of continuous learning and improvement, I adapt to new information, situations, and challenges to stay relevant and successful in an ever-changing world.
Self-Awareness & Confidence • 4 tables out of 7 • Aligned with D214 Graduate Portrait: Empower Myself	• I know myself as a learner, understanding my strengths and weaknesses, and work on my weaknesses with a growth mindset. • I approach challenges with a "can-do" attitude and advocate for myself to achieve academic success and address my physical, social, emotional and mental health needs.

DRAFT

Next Steps