

Participant Handout
Vision Retreat

Date: Oct 21
Location: South Campus Library
Time: 12-4 pm

Participant Handout

Activity One: Welcome and Charge
Review who we are and what we are here to do.
What has happened since the team last met at the Data Retreat?
Roster and Schedule Reminder

- What must we preserve, change, create, or redesign to achieve our desired future in 5–10 years?
- Set outcomes for the Vision Retreat.
- The Power of Working Together
- Where do we want to be?
- Setting the stage for BOLD thinking.
- Strategic Plan Team's Expectations for our vision work

Activity Two: Revisiting the SWOT analysis from the Data Retreat.

- Discuss the significance of the Data Retreat and the SWOT Analysis
- Share feedback. How can the SWOT analysis inform our vision of the future?
- Share feedback on the draft SWOT from the Strategy Management Group and the Goal Champions

Provide an opportunity for table teams to reflect and refine the SWOT document.

SWOT ANALYSIS DRAFT

STRENGTHS	WEAKNESSES
1. Academic Achievement & Advance Placement/Dual Credit Access 2. Restorative Culture & Belonging 3. Comprehensive Student Supports 4. Inclusive & Equitable Instruction 5. Financial Strength	1. Persistent Opportunity & Achievement Gaps 2. Limited Program Coherence 3. Traditional Teaching & Learning Structures 4. Aging Facilities & Space Limitations

6. Facilities & Learning Environments 7. Breadth of Student Opportunities 8. High-Quality Staff 9. Strong Relationships & Student Voice 10. Community Support & Partnerships	5. Limited Facility Funding 6. Student Attendance & Engagement 7. Student Support/MTSS Gaps 8. Staff Voice & Capacity for Change 9. Inconsistent Student Experiences 10. Family & Community Engagement
OPPORTUNITIES	**THREATS**
1. Reimagine the High School Experience 2. Student Voice, Choice & Agency 3. Innovation & Continuous Improvement 4. Modernized Learning Spaces 5. Staff Engagement & Connectedness 6. Collective Responsibility 7. Professional Learning 8. College, Career & Future-Ready Pathways 9. Equity & Access 10. AI & Emerging Technology	1. Funding Uncertainty 2. Legislative Mandates 3. Enrollment Shifts 4. AI & Technological Change 5. Educator Burnout 6. Public Confidence 7. Cybersecurity & Social Media 8. Student Mental Health & Well-Being 9. Educator Recruitment & Retention 10. Rising Costs & Resource Demands

Feedback: See Feedback from the Facilitator and Strategy Management Group looking at all the data shared at the Data Retreat. Reflect on the draft and the feedback and make any changes to the SWOT Analysis on Poster 1.

STRENGTHS

Data Retreat- Champions	Both	Data Retreat- SMG
Graduation Rate Balanced Budget Expanding Career Pathways Schoolwide Future Orientation Technology Access English Language Learner Exits Community Support/Partners	1. Academic Achievement and access and participation in Advanced Placement/Dual Credit Courses 2. Student Grade Point Performance 3. Financial Strength/State Financial Profile 4. High Quality Staff 5. Restorative Culture with Improved Comprehensive Supports 6. Phase I Facility Modernization 7. Student-Teacher Trust 8. Safety & Security	Strong Relationships Broad Student Opportunities

- What changes should be made to the strengths?

WEAKNESSES		
Data Retreat- Champions	Both	Data Retreat- SMG
ACT Performance in Math and ELA Student Ownership, Responsibility & Rigorous Study Habits Staff Engagement, Satisfaction, & Well-Being Instructional Leadership	1. ACT Performance in Reading and Mathematics -- Achievement and Opportunity Gaps 2. Alignment across Programs, Initiatives, Curriculum & Student Experiences 3. Innovation / Traditional Teaching & Learning structures 4. Student Engagement & Satisfaction 5. Student Well-Being 6. Student Support/ Multi-Tiered System of Support 7. Aging Facilities/Space Limitations, Funding 8. Staff Voice, Influence & Capacity for Change	Attendance

- What changes should be made to the weaknesses?

OPPORTUNITIES		
Data Retreat- Champions	Both	Data Retreat- SMG
Personalization Life Readiness Student Ownership of Their Learning	1. Reimagining the High School Experience 2. Opportunities for Student Voice, Choice, and Agency 3. Operationalization of the Graduate Portrait- alignment of teaching & Learning to Well Defined Competencies 4. Creating Authentic Learning Experiences, Interdisciplinary Units, Internships, Service Projects, Problem-Based Learning 5. Brighter Future Phase II- Facility Modernization 6. Artificial Intelligence Appropriate Use in both Teaching & Learning	Other Emerging Technologies

	7. Collective Responsibility, Commitment, & Professional Learning 8. College, Career and Future-Ready Pathways	

- What changes should be made to the opportunities?

THREATS		
Data Retreat- Champions	Both	Data Retreat- SMG
State and Federal Funding Climate and Morale Facility Modernization Costs Legislative Mandates	1. Financial and Funding Uncertainty 2. Enrollment Shifts 3. Educator Recruitment, Retention, & Burnout 4. Student Mental Health 5. Social Media's Impact on Teaching and Learning 6. Artificial Intelligence and Technological Change 7. Public Confidence, Trust, Support, Alternative Options 8. Rising Costs and Resources Demands	Rising Costs and Resources Demands

- What changes should be made to the threats?

Activity Three: Review Findings of the Vision Retreat Surveys—Students**,** Staff**,** *and* Families/Community

- Review the Composite Findings of all three Vision Surveys
- Understand the significance of the 6 Themes
- Understand how the student, families/community, and staff survey results differ
- Review the Open-ended Response Findings

The Vision Surveys are a powerful way to get voices into our process. It is critically important to ensure that the needs of our stakeholders, especially students help to shape our culture. They are reflected in our mission, motto, vision, core values and graduate portrait.

The district used Survey Monkey as the platform to collect this data. Results are shared collectively. They are also available by stakeholder group—students, staff, community/alumni/families.
Below are the results. Important to note two things about the results:

Some respondents checked more than one stakeholder box. Example- being a staff member but also a family member. Being a community member but also an alumni.

Some respondents did not complete every question in the survey.

There were 25 major take aways from the composite results. They are listed for you below. They lead to the six themes

1215 Total Responses administered electronically the week of September 14-18 using Survey Monkey

Student	212	17.68%
Family-Parent/Guardian	395	32.94%
Community	206	8.42%
Staff	101	17.18%
Alumni	511	42.62%
Total	1425	1215 Individual responses (some checked more than one role)







Understand the 25 findings from the Vision Survey. Understand how the 25 findings fit into six themes.

1. FUTURE-READY GRADUATES

Critical thinking • Problem solving • Adaptability • Life skills • Employability • Character

1. **Critical thinking and problem solving** are essential outcomes for every graduate.
2. Students need **adaptability, resilience, and the ability to navigate change**.
3. Graduates need strong **life skills, confidence, independence, and personal responsibility**.
4. Students should leave LT prepared for **multiple pathways after high school**—college, career, training, service, and other meaningful opportunities.
5. **Academic excellence and whole-student development** should work together—not compete with one another.

2. RELEVANT & ENGAGING LEARNING

Real-world • Hands-on • Project-based • Career-connected • Expanded opportunities

6. Students want learning that is **relevant to their lives and their futures**.
7. **Hands-on, experiential, and project-based learning** should play a larger role in the high school experience.
8. Students value stronger connections between **classroom learning and real-world applications**.
9. LT should expand **career-connected learning, internships, dual credit, and other authentic experiences**.
10. **Technology and AI should be purposeful tools for learning**, not the vision itself.

3. STUDENT AGENCY & LEADERSHIP

Voice • Choice • Ownership • Responsibility • Goal setting • Leadership

11. Students want greater **voice and choice** in their learning experiences.
12. Students should have more opportunities to **take ownership of their learning and future**.
13. Greater choice should be accompanied by greater **responsibility and accountability**.
14. Students need opportunities to **set goals, make decisions, reflect, and advocate for themselves**.
15. Leadership should be developed in **every student**, not only students holding formal leadership positions.

4. BELONGING, RELATIONSHIPS & SUPPORT

Known • Valued • Respected • Safe • Connected • Supported

16. Every student should feel **known, valued, respected, and connected** at LT.
17. Strong **student-teacher relationships** are central to engagement and success.
18. Students need learning environments that are **physically and psychologically safe**.
19. **Well-being and appropriate supports** are essential conditions for students to learn and thrive.

5. EXCEPTIONAL PEOPLE & CULTURE

High-quality educators • Continuous growth • Trust • Respect • Collaboration

20. **High-quality educators** remain one of the most important influences on the student experience.
21. A strong culture depends on **trust, respect, collaboration, and shared responsibility**.
22. Staff need opportunities for **continuous professional growth, learning, feedback, and innovation**.
23. **Communication and collaboration** are increasingly important skills—for both students and adults.

6. FAMILY & COMMUNITY CONNECTIONS

Strong family partnerships • Communication • Career/community connections • Postsecondary partnerships

24. Strong **family partnerships and two-way communication** strengthen the student experience.
25. LT should deepen **community, employer, college, university, and postsecondary partnerships** to expand opportunities for students.

The Big Story

Across all 25 learnings, I see one especially strong message:

Preserve LT's tradition of academic excellence while creating a more relevant, engaging, personalized, relationship-centered, and future-ready experience that empowers every student to GROW • LEAD • THRIVE.

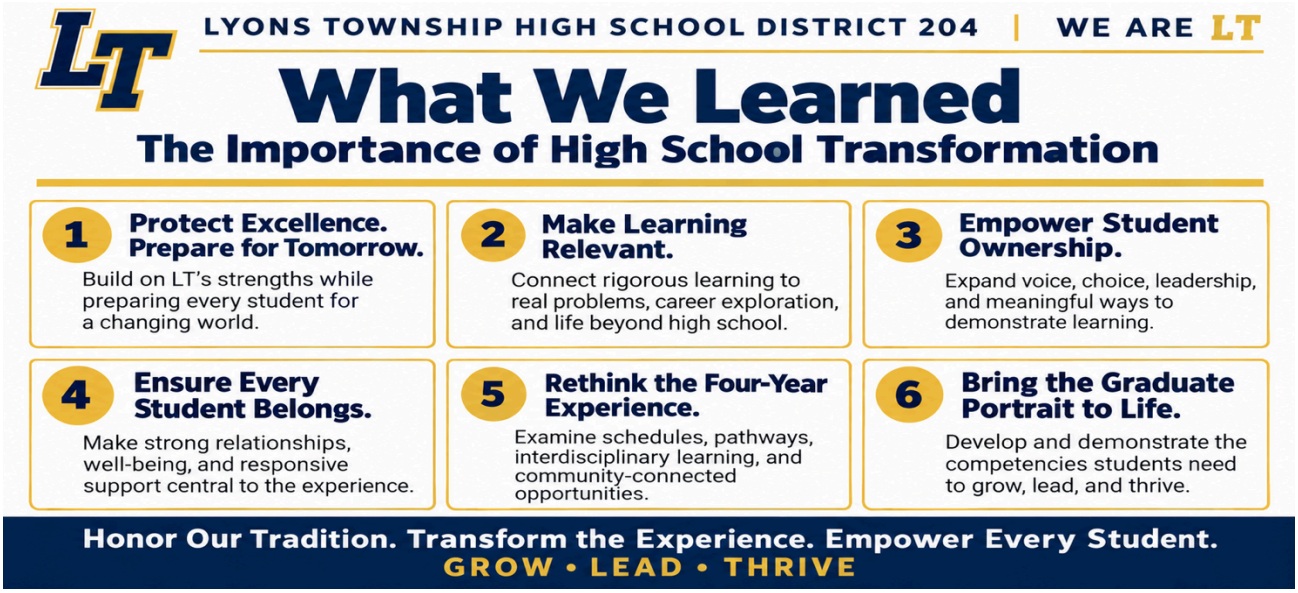
These six themes also give you a very clean framework for moving from the **25 individual learnings → six big ideas → the Bold Vision → the Preferred Future Statement**.

Activity Four: Capturing the BOLD Vision of LT's Future. Develop and refine our draft of the BOLD Vision building on insights and possibilities.

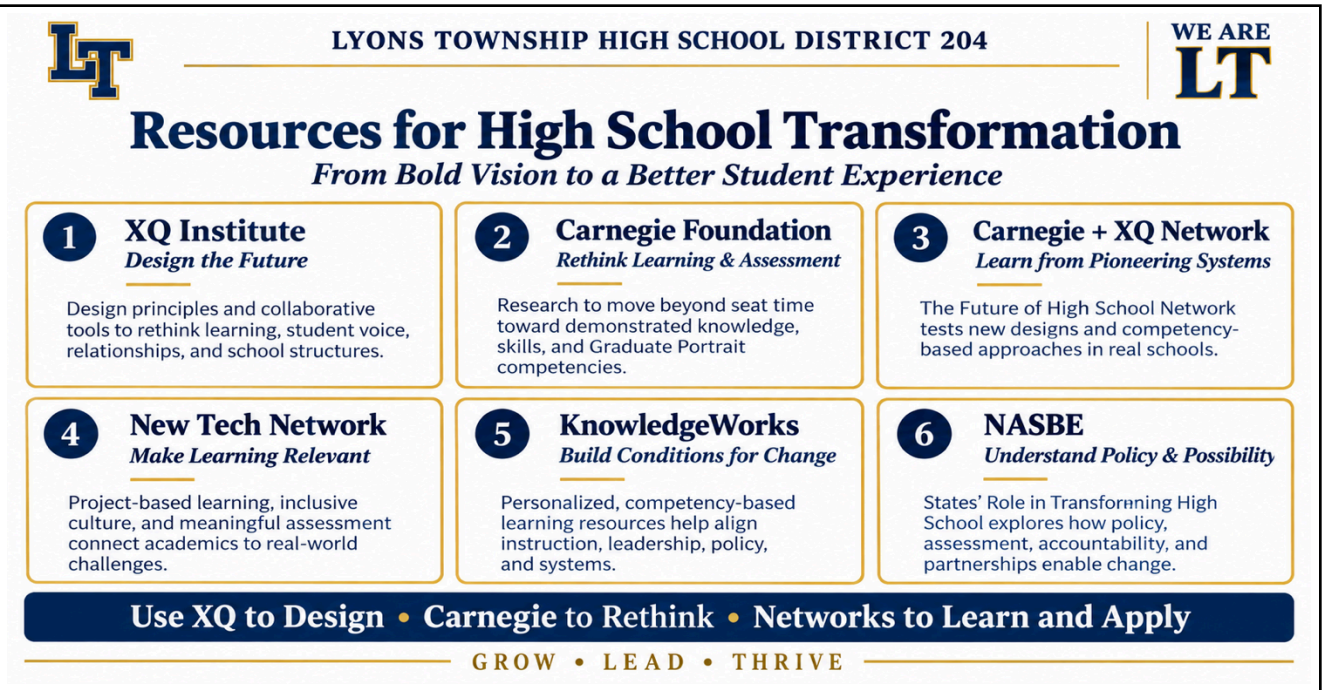
- What is a BOLD vision?
- What is High school Transformation?
- What are some great resources to assist us in our work with High School Transformation?
- Identify Emerging Trends Nationally in Education

A bold Vision is captured in the 6 themes. A **theme** is a broad, shared idea that brings together several related findings and captures their central message.
For LT's Composite Vision Survey, the **25 learnings describe specific findings; the six themes organize those findings into a clearer picture of what stakeholders want for LT's future.**
For example, findings about practical life skills, critical thinking, adaptability, and preparation for college and careers come together under the theme **Future-Ready Graduates**.
A theme is a central idea that connects related survey findings and helps us understand what matters most as we envision LT's future.

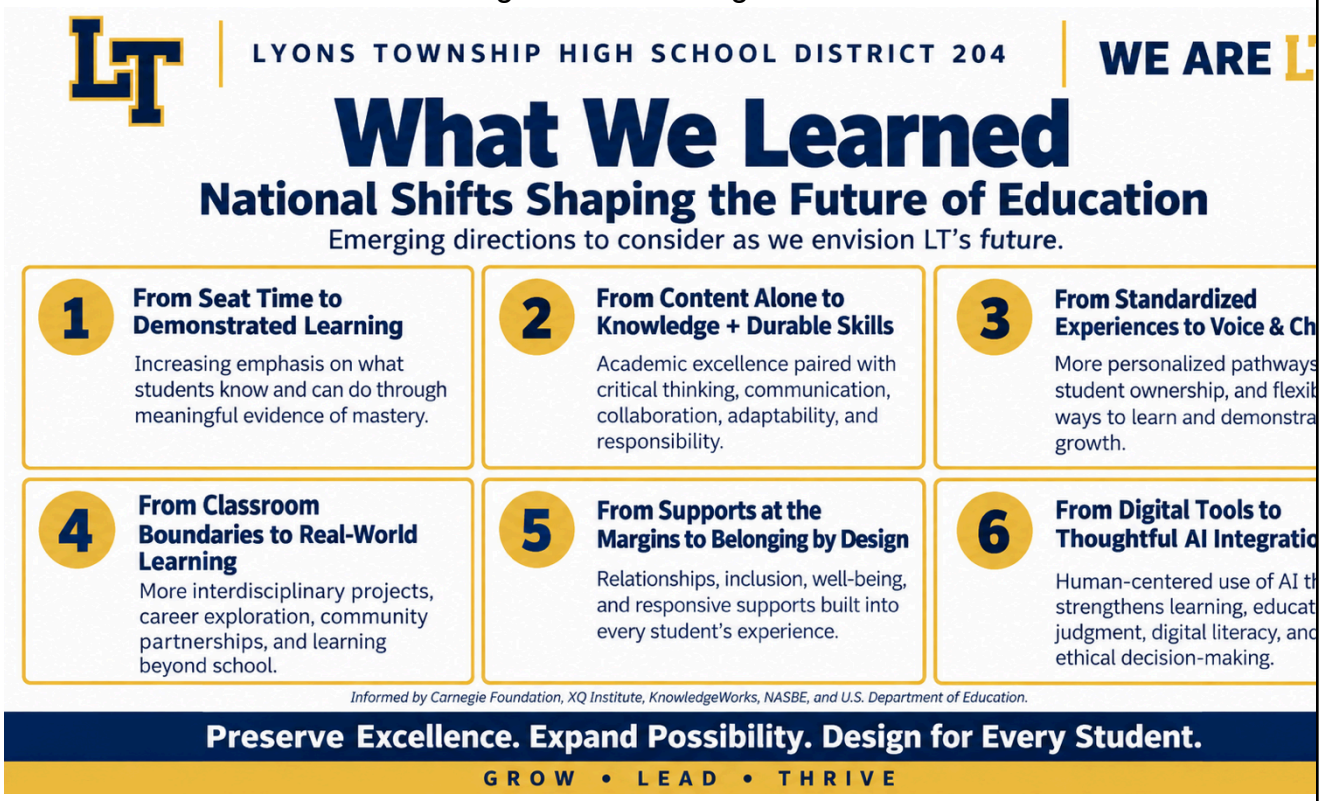
What is High School Transformation?



What are great resources for our work on High School Transformation?



What are some national themes to guide our thinking about the future of education?



Traditional High School Structures

- Fixed schedule: five days a week, 180-day calendar, uniform start/end times
- College preparatory curriculum
- Age-defined cohorts
- Credits earned by seat time, not demonstrated learning
- Endpoint: Diploma, then college or the workforce

Activity Five: Understanding the dynamics of a Preferred Future Statement.

- Understanding the characteristics of a great Preferred Future Statement.
- What does our current Preferred Statement look like? --Mission, Motto, Vision, Core Values, and Graduate Portrait
- Review the district's current mission. motto, vision, core values and Graduate Portrait.



What does our current Preferred Statement look like?



Review the district's current mission. motto, vision, core values and Graduate Portrait. Make your choice from among the options to update the Preferred Future Statement

D204 Preferred Future Statement

Vision Retreat - October 21, 2026 (12:00pm-4:00pm)

A refreshed Preferred Future Statement does three things: protects what is distinctive about LT today, simplifies the framework, and creates a much stronger through-line from Mission to Motto to Vision to Core Values to Graduate Portrait.

The current foundation is worth preserving excellence, innovation, empowerment, readiness, belonging, relationships, and meaningful impact are already present throughout the existing framework.

MISSION (Why We Exist)

You have 4 choices. Pick one.

Option #1 (Current Version)

Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.

Option #2

Honor our tradition of excellence, foster innovation, and empower all students.

Option #3

We empower every student through engaging, relevant, innovative, and supportive learning experiences to grow, lead, thrive, and make a difference in the world.

Option #4 (Write Your Own)

MOTTO (Our Promise)

Current Version

Vita Plena: The quest for a fulfilling life

The recommendation is to keep the current motto and make no change. It is short, memorable, and it is based on history and tradition at LTHS. There is value in the fact that we are not changing everything simply because we are refreshing the plan.

VISION (Where We Are Going)

You have 4 choices. Pick one.

Option #1 (Current Version)

All students graduate prepared for life, career and college success

Option #2

We will cultivate a learning community where every student discovers their strengths, achieves their potential, and graduates prepared to thrive and make meaningful impact in the world.

Option #3

Together, we will inspire every learner to grow, lead, and thrive in an ever-changing world.

Option #4 (Write Your Own)

CORE VALUES (What We Believe)

You have 4 choices. Pick one. Please also note the district is considering eliminating the current D204 Standards and incorporating them into the Core Values.

Option #1: Current Core Values

- Excellence through continuous improvement and stewardship
- Safety and well-being
- Connected families and a collaborative community
- Innovation, Relevancy and Readiness for the Future
- Healthy Relationships to Ensure Trust, Respect and Engagement
- Equity, Inclusion and Cultural Competence
- Clear Communication and Effective Collaboration

Current Standards

- Put Students First
- Value and Support Our Staff
- Ensure Clear Purpose and Focus
- Value Collaboration, Shared Decision-Making, and Continuous Improvement
- Provide Clear Communication and Value Voice and Feedback

- Promote Consistent Policies, Procedures, and Practices
- Value Equity, Diversity, Belonging, and a Sense of Community
- Responsibly Allocate Resources

Option #2

- Student-Centered, Equity & Excellence: We hold high expectations and create equitable, engaging, relevant learning experiences that empower every student to grow and succeed.
- Belonging & Well-Being: We ensure every person is known, valued, respected, supported, and connected.
- Voice, Choice & Leadership: We empower students and staff to contribute ideas, make meaningful choices, take ownership, and lead.
- Innovation & Future Readiness: We embrace curiosity, creativity, adaptability, and innovation to prepare learners for an ever-changing world.
- Community & Collaboration: We build trusting relationships and authentic partnerships among students, staff, families, and our community.
- Integrity, Growth & Stewardship: We act responsibly, learn continuously, and use our resources wisely to strengthen opportunities for every learner.

Option #3

- Excellence: We hold high expectations and continuously improve so every student can grow and succeed.
- Belonging: We ensure every person is known, valued, respected, supported, and connected.
- Empowerment: We cultivate voice, choice, ownership, responsibility, and leadership.
- Innovation: We embrace curiosity, creativity, adaptability, and new possibilities.
- Integrity: We act responsibly, keep our commitments, and do what is right for students and our community.
- Connection: We build trusting relationships and authentic partnerships among students, staff, families, and community.

These two consolidate the ideas already found in LT's current seven values while addressing one of the alignment gaps: empowerment, voice, choice, and leadership become explicit beliefs rather than appearing only elsewhere in the framework.

Option #4 (Write your Own)

PORTRAIT OF A GRADUATE (Who Our Students Become)

The current Vision provides an excellent test for the Graduate Portrait because it already says LT students should grow, think critically, innovate, lead, feel empowered, discover purpose and voice, thrive, and make a meaningful impact.

Option #1 (Current Version)

- Life, career and college ready
- Empowered and self-sufficient

- Critical thinkers and problem solvers
- Effective communication and collaborators
- Adaptable and resilient,
- Culturally competent, inclusive and empathetic
- Personally responsible

Option #2
Life, career and college ready: Has the knowledge, skills, and confidence to pursue opportunities beyond high school.
Empowered and self-sufficient: Makes informed choices, takes initiative, directs their own learning, and is empowered for success in adult life.
Critical thinkers and problem solvers: Asks questions, evaluates information, and develops thoughtful solutions.
Effective communication and collaborators: Expresses ideas clearly, listens actively, and works well with others.
Adaptable and resilient: Responds to change, learns from setbacks, and keeps growing.
Culturally competent, inclusive and empathetic: Values different perspectives, includes others, and responds with empathy.
Personally responsible: Acts with integrity, follows through on commitments, and owns their choices.

Option #3
- Future-Ready Graduate: Applies knowledge, skills, confidence, and adaptability to pursue opportunities and thrive in college, career, life, and community.
- Empowered & Self-Directed Leader: Takes ownership, exercises voice and choice, demonstrates initiative, and leads with purpose.
- Critical Thinker & Problem Solver: Analyzes information, asks meaningful questions, makes informed decisions, and solves problems.
- Effective Communicator & Collaborator: Communicates clearly, listens actively, builds relationships, and works effectively with others.
- Creative & Innovative Thinker: Generates ideas, thinks creatively, takes appropriate risks, and creates new possibilities.
- Adaptable & Resilient Learner: Embraces challenges, learns from setbacks, adapts to change, and continues to grow.
- Empathetic & Responsible Citizen: Acts with integrity, respects different perspectives, demonstrates empathy, and contributes to others.

Option #4 (Write your Own)

Activity Six: **Reflection on the Day/ Looking Ahead**
- Looking ahead to the Setting Direction Retreat.
- What will happen between now and then?
- What is the essential Question for our third face-to-face meeting?

- How will we get from where we are to where we want to be?
- Components: Long-Range Goals, Indicators of Success, Strategies for Improvement

Appreciations and Celebrations		
Adjourn		