

Antioch District 34 Strategic Planning Visioning Retreat Findings “Where do we want to be?”

OUTCOMES OF THE MARCH 10 VISION RETREAT (MINUTES)

TO ANSWER THE STRATEGIC QUESTION: “WHERE DO WE WANT TO BE?”

The team developed a shared understanding of the effective practices of a HIGH PERFORMING SCHOOL SYSTEMS

- Explored a continuous improvement vision through [video clips and research-based articles](#).
- Identify what we would want to see happening in classrooms and schools throughout the district that ensure the district is moving to a higher level of performance

The team invented a PREFERRED FUTURE for the district to move the district to an even higher level world-class school system.

- Developed a shared understanding of the current mission, vision, and values/commitments of the district.
- Explored how to reinvent mission and vision to describe where District 34 would like to be five years from now.
- Drafted future mission and vision statements.

The team built on a set of values/commitment statements that will guide the actions and behaviors of the district as we work toward achieving a new PREFERRED FUTURE.

The team reviewed how the district will collect feedback on the Vision Retreat Findings and previewed the Setting Direction Retreat outcomes.

(The team reflected on stakeholder feedback to revise the SWOT analysis from the Data Retreat)

ACTIVITY ONE: Feedback Review of Data Retreat SWOT from Stakeholders: Identify the top strengths, top weaknesses, top opportunities and top threats by examining the SWOT analysis from the Data Retreat and any feedback from stakeholders. (The SWOT below reflects revisions to the original SWOT based on stakeholder input and feedback).

Antioch 34 District REVISED SWOT ANALYSIS	
<p>STRENGTHS: What do we consider to be our strengths?</p> <ol style="list-style-type: none"> 1. Commitment to Improve 2. Fiscally Responsible 3. Committed Staff 4. Top 20% of IL Districts 5. Parent Involvement 6. Technology Improvements 7. Full day Kindergarten 8. Early learning for at-risk students 9. Strategic planning that includes input from stakeholders 	<p>WEAKNESSES: What do we consider to be our weaknesses?</p> <ol style="list-style-type: none"> 1. Curricular Issues: Clarity, Consistency, Resources, Common Plans 2. Program Issues: rigor, challenge, enrichment, special needs, program effectiveness 3. Facilities Issues: Updating, maintenance, space 4. Student Achievement/Growth Performance 5. Staff Turnover 6. Communication Issues 7. Community Involvement 8. Culture/climate 9. Adult respect for students 10. School boundary issues
<p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed?</p> <ol style="list-style-type: none"> 1. Data Use to drive decision-making 2. Increased Rigor 3. Focused Professional Development 4. Parent/Community Involvement 5. Improvement Commitment 6. Improving Two-way Communication internally and externally 7. Instill pride for our schools/ marketing 8. PBIS expectations and consistency 9. Progress monitoring and reporting of district and school performance 	<p>THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?</p> <ol style="list-style-type: none"> 1. Mandates 2. Funding 3. Staff Retention 4. Buy-in Needs 5. Public Perception of Education 6. Student Perception of District 7. Competitive Salary and Benefits 8. Over assessment

ACTIVITY TWO: Developed a shared understanding of the characteristics of a HIGH PERFORMING DISTRICT/SCHOOL

FOCUS ON LEARNING VIDEO CLIP - KEY CONCEPTS

- Focus on LEARNING as opposed to teaching
- Addressing the four fundamental questions:
 1. What should students know and be able to do?
 2. What are we doing to know if they are learning?
 3. What do we do when they are not learning?
 4. What do we do when they have learned?
- From an emphasis of what was taught to evidence of what students learned
- From coverage of the content to demonstration of proficiency
- From textbook units to units based on essential learning targets
- From teaching in isolation to engaging collaborative teams in building shared knowledge around what students are learning and what they need additional time and support to learn
- From only the teacher monitoring and reporting progress to both the student and the teacher taking ownership for learning results
- From interventions that are invitational to interventions that are directive
- Time within and outside day for extra support and enrichment
- Flexibility in assessment timeframes
- From an emphasis on summative assessments to use of more timely, frequent assessments.
- Clear learning targets, aligned assessments, aligned interventions and enrichments
- Data to measure growth and improved learning

Key Ideas from Focus on Learning Team (After reviewing the video clip)

- ✓ Collaboration
- ✓ Common formative assessments
- ✓ Timely, flexible and mandatory interventions
- ✓ Focus on learning as opposed to teaching
- ✓ Enrichment is important
- ✓ Education for all students
- ✓ Kids excited- emotional response relative to assessment
- ✓ Structured team meetings
- ✓ Peer mentors
- ✓ Willingness to improve every year.

FOCUS ON COLLABORATION VIDEO CLIP - KEY CONCEPTS

- High performing teams
- Tools, structures, strategies for collaboration
- From each teacher determining the pace of the curriculum to collaborative teams agreeing on common pacing.
- From privatization of practice to open sharing of practice
- From each teacher attempting to find ways to improve results to collaborative teams helping each other improve
- Using some common assessments to set common goals- teams, school, district
- Focus on student learning results to plan for interventions and enrichments
- Focus on curriculum to identify content knowledge training, etc.
- Collaboration leads to increased understanding of accountability
- Importance of team time- necessary amount of time to do the work
- From these are my kids to these are our kids
- From learning by listening to learning by doing
- Associating collaborating time as professional development time focused on what we need to learn to improve results

Key Ideas from Focus on Collaboration Team (After reviewing the video clip)

- ✓ Our problem not their problem
- ✓ Protected time for collaboration utilized effectively
- ✓ Generate products and results
- ✓ Increase the capacity to collaborate at all levels
- ✓ Embrace the collaborative process
- ✓ Celebrate our successes frequently
- ✓ Agreed upon common goals

FOCUS ON RESULTS VIDEO CLIP - KEY CONCEPTS

- Safe data culture - willingness to share data and information
- Celebration of growth and improvement - student, classroom, team, school, district
- Goal setting based on learning common core standards and aligned assessment information
- Importance of formative, day to day, week to week, with the unit assessment information as practice
- A recognition that, in the absence of a good data system, teams lack focus and direction when they are collaborating.
- Accessibility of data management system to save time in collection and allow more time for action
- Results orientation as opposed to Activity orientation

Key Ideas from Focus on Results Team (After reviewing the video clip)

- ✓ Use data to drive instruction
- ✓ Set SMART Goals: student, teacher, team and school
- ✓ Progress monitor and report
- ✓ Share results- learn from one another
- ✓ Celebrate any success
- ✓ For each student in every unit identify what he/she knows and needs to learn next
- ✓ Hold students and each other accountable
- ✓ Negative work not hard work causes burn out
- ✓ Enthusiasm for learning

ACTIVITY THREE: IDENTIFY KEY WORDS AND PHRASES FOR POSSIBLE REVISIONS IN MISSION, VISION, VALUES/COMMITMENTS.

Reflected on articles to identify key words and phrases for Mission, Vision, Values and Commitment activities.

Article	Key Ideas
<u>Time for Teachers</u>	<ul style="list-style-type: none"> ✓ Collaborating, planning, leading and learning ✓ Embedded professional development ✓ Culture of continuous improvement ✓ Model lifelong learning ✓ Peer to peer observation ✓ Frequent constructive feedback ✓ Accountability ✓ Professional Development- what does our school need ✓ Summer Training- reflection ✓ Different training schedule for PD non traditional ✓ Building trust- system, district, each other ✓ Change in attitude and perception
<u>Transforming Teacher Work</u>	<ul style="list-style-type: none"> ✓ Mind shift to collaboration for all stakeholders ✓ Effective collaboration tied to student achievement ✓ Common goals with buy in ✓ Student needs must drive decisions ✓ Protected effective collaboration time ✓ Shared responsibility ✓ Our problem, not their problem ✓ Recognize strengths ✓ Build teacher leaders with PD to guide/organize the collaboration and continuous improvement ✓ Regularly observe and provide timely feedback ✓ Teachers need professional learning and continuous growth ✓ PD must be varied and relevant ✓ Teaching is a team sport
<u>Making Assessments Work</u>	<ul style="list-style-type: none"> ✓ Eliminating disconnect between what is taught and what is tested ✓ Standardized testing is here to stay ✓ Utilize classroom time for preparation and administration ✓ Example schools: district created assessments ✓ High performing districts did not change expectations for 5 years ✓ Assessment FOR learning versus assessment OF learning ✓ Clear expectations, pre-time needed for success ✓ Is it a push down or push up to vertically align curriculum? ✓ Keep in mind students are people not numbers

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| ✓ Learning and growth derived from common assessment created by district—this will produce the results on the state tests. |
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ACTIVITY FOUR: BUILDING ON OUR CURRENT MISSION AND VISION STATEMENT

The mission pillar asked the question, “WHY?” More specifically, it asks “Why do we Exist?” The intent of this question is to help reach agreement regarding the fundamental purpose of the organization. This clarity of purpose can help establish priorities and becomes an important factor to guide decisions.” Your mission statement is the best vehicle to get the word out about the “why” and the “wow” behind your district. In truth, your mission statement is no less important than your business plan. It needs to explain — eloquently, succinctly, and passionately — the core reasons for your existence. Your mission statement should inspire others to want to know more about your ideas, helping to position your district in the marketplace and to fuel growth. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

Criteria for evaluating a mission statement:

- Is it clear and understandable?
- Is it brief enough for most people to remember and say in one breath?
- Does it clearly specify the school’s fundamental purpose?
- Does it have a primary focus on a single strategic thrust (such as learning)?
- Does it reflect the distinctive competence and culture of this school?
- Is it broad enough to allow flexibility in implementation, but not so broad as to create lack of focus?
- Will it help school personnel, parents, and community members make decisions?
- Is it energizing and compelling?

WRITING A GREAT VISION STATEMENT:

The vision pillar asks “What?”—that is, “What must we become in order to accomplish our fundamental purpose?” In pursuing this question, the district attempts to create a compelling, attractive, realistic future that describes what they hope their district will become. Vision provides a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality. There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile and achievable vision of the future that is widely shared. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

Criteria for evaluating a vision statement:

- Does it manifest our mission?
- Is it concise and compelling?
- Is it inspirational?
- Does it communicate promise?
- Does it create an image of something that cannot be seen today, but is possible tomorrow?
- Does it focus on ends not means?
- Does it manifest the mission and values?

CURRENT MISSION AND VISION	DRAFT OF PREFERRED FUTURE MISSION AND VISION
<p>MISSION:</p> <p><i>Our mission is to educate our children to become life-long learners by providing a child-centered curriculum that challenges the potential of all learners.</i></p>	<p><Six beginning mission ideas (one from each table)></p> <p>Our mission is to create a culture that fosters compassionate, self-actualized, life-long learners.</p> <p>Our mission is to cultivate the highest potential of all learners for continuous growth in a changing world.</p> <p>Our mission it to inspire a passion for learning by striving for personal excellence.</p> <p>Our mission is to collaboratively prepare all students to achieve personal excellence.</p> <p>Our mission is to develop a rigorous learning experience that leads to successful, thoughtful global citizens.</p> <p>Our mission is to develop life-long learners who strive for personal excellence.</p>

VISION:

Our vision is to be an exemplary, student-focused educational community, highly regarded in Lake County because of the excellence of our people, programs and learning environment where all students achieve at the highest of levels while exhibiting competence and character.

<Six beginning vision ideas (one from each table)>

Our vision is to be a collaborative learning community to foster analytical, self-actualized, compassionate, citizen-learners.

Our vision is to empower students to achieve student-focused, meaningful goals through self-discovery, problem solving and collaboration. The education experience shall be challenging, rewarding, and result in a high level of student, staff, parent and community satisfaction.

Our vision is to recognize the importance of community in providing the best environment for student success through:

- Challenge
- Character
- Collaboration
- Confidence
- Culture
- Commitment
- Creativity
- Critical Thinking

Our vision is to be highly regarded in our community because of our commitment to:

Continuous improvement

- Focus on student learning and growth
- Shared leadership and accountability
- A positive culture
- Building character
- Purposeful Professional Development

Our vision is to become effective, high-level contributors and leaders in any environment.

Our vision is to be an exemplary, student-focused, educational community highly regarded in Lake County. The educational experience shall be challenging, rewarding, and result in a high level of

ACTIVITY FIVE: WRITING GREAT VALUE/COMMITMENT STATEMENTS

Aligning Beliefs/Values/Collective Commitments to Mission and Vision

While creating a vision can be a helpful step in the improvement process, it is not sufficient. The board of education, administrators, and staff must tackle the collective values and commitments they must make and honor in order to achieve the shared vision for their school or district.

The third pillar of the foundation, the values pillar identifies our beliefs and then clarifies those beliefs through collective commitments. It asks, “How must we behave to create the district that will achieve our purpose?” In answering the question, educators shift from offering philosophical musings on mission or the shared hopes for the district of the future to making commitments to act in certain ways. Clarity guides the individual work of each member and outlines how each person can contribute to the improvement initiative. Policy manuals and directives are replaced by commitments and covenants. Clarifying collective commitments is one of the most important strategies in building a PLC. (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

Criteria for evaluating a value/ commitment statements:

- Does it manifest our mission and vision?
- Is it compelling and based on a belief we would not compromise?
- Is it a guiding principle that guides behaviors and actions?
- Is it clear and easy to understand?
- Does it create an unwavering and unchanging guide?
- Is it something we will hold each other responsible and accountable for our actions?
- Is it something we would want future staff members to support?
- Does it have a commitment to describe what we would do to move the belief to action?

VALUE AND COMMITMENT STATEMENTS

PROPOSED VALUES/	RELATED COMMITMENTS
We believe students learn with different styles and at different rates.	We will provide differentiated instruction and interventions allowing for additional time and support to meet the needs of each learner.
We believe all students can learn at high levels at different rates through different styles.	We will hold high expectations for student achievement while providing differentiated instruction and interventions to meet the needs of all learners.
We believe that collaboration and two-way communication between home and school accelerates student success.	We will actively engage parents so they are informed about their student's progress and able to provide support and assistance in helping students grow and achieve at high levels.
We believe that continuous improvement includes both recognizing and celebrating strengths as well as focusing on opportunities for growth and improvement	We will recognize and celebrate the individual and collective efforts and achievements of our learning community.
We believe it is all responsibility to guide students toward self-sufficiency, responsibility and accountability.	We will enable students to take responsibility for their own learning by setting learning goals and monitoring and tracking their progress and achievement.
We believe goals must be specific, measurable, actionable, data-driven and timely.	We will develop individual, team/department, school and district common goals and be both responsible and accountable for monitoring, tracking data and reporting results.
We believe in high expectations for individual growth.	We commit to providing instruction, interventions/enrichments and resources that allow all to maximize individual growth.
We believe in the collaboration among schools, families and our community to achieve common goals.	We commit to actively engage families and the community in supporting the development of our students.
We believe in the involvement of the entire community as collaborative partners in support of all children to achieve their full potential	We commit to engaging all stakeholders through transparency, communication, and invitation.
We believe in learning communities that focus on shared leadership and decision-making while embracing continuous improvement	We commit to honoring and celebrating the individual and collective efforts and achievement of our learning communities.

<p>We believe in providing a safe and secure environment in order to foster a community of collaborative learners.</p>	<p>We will model, monitor and enforce student and adult behaviors that contribute to a safe and orderly environment while respecting the rights of others.</p>
<p>We believe that a safe, respectful and nurturing learning environment promotes self-esteem and confidence necessary for success</p>	
<p>We believe student achievement is obtained through student-center, data-supported instruction.</p>	<p>We will strategically and consistently implement a proven curriculum, regularly monitoring and refining as needed.</p>
<p>We believe continuous improvement requires constant reflection, adaptation, and implementation of best practices to ensure optimal student growth.</p>	<p>We will continuously seek out and implement best practices in teaching and learning.</p>
<p>We believe that continuous improvement includes both recognizing and celebrating strengths as well as focusing on opportunities for growth, use of timely data, and clear information</p>	
<p>We value a shared commitment to continuous improvement.</p>	<p>Students: commit to work with others to support their learning; advocate for themselves, challenge myself to always do my best, set goals to take responsibility for my learning</p> <p>Staff: commit to model a collaborative approach in the classroom and school, be positive, be productive and be proactive</p> <p>Parents and Community: commit to be informed in order to make responsible decisions.</p>
<p>We believe that it is our role to inspire a desire to learn.</p>	<p>All commit to modeling positive behaviors and attitudes.</p>
<p>We believe in supporting all children to achieve their full potential</p>	<p>Students commit to set goals, make good choices by respecting myself, peers, adults and property</p> <p>Staffs commit to consider the whole child when making data-driven decisions, ensuring that every child gets what they need.</p> <p>Parents and Community commit to send children to school healthy, prepared, and on time. Commit to high expectations of good character. Commit to a safe, supportive learning environment at home</p>