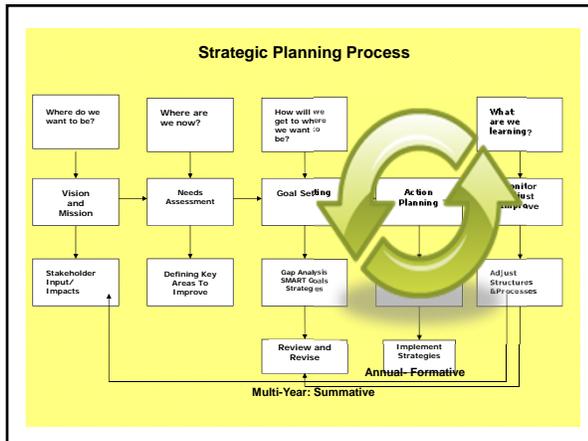




Welcome

Who we are and what we are here to do?

SUPERINTENDENT JAY MARINO



**VISION RETREAT OUTCOMES**

- **Answer the question “Where do we want to be?”.**
- **Reflect on stakeholder feedback to revise our SWOT analysis from the Data Retreat**
- **Develop a shared understanding of the effective practices of a HIGH PERFORMING DISTRICT.**
- **Reflect on articles to identify key words and phrases for Preferred Future work.**
- **Invent a PREFERRED FUTURE (Mission and Vision) to move the district to an even high level of performance.**
- **Develop a set of VALUES/COMMITMENTS that will guide the actions and behaviors of the district as its works toward achieving its Preferred Future.**
- **Preview the Setting Direction Retreat.**

4

**ACTIVITY ONE:**

- **Reflect on stakeholder feedback to revise our SWOT analysis from the Data Retreat**

**SWOT ANALYSIS**

- **S**TRENGTHS
- **W**EAKNESSES
- **O**PPORTUNITIES
- **T**HREATS

## Activity Directions

- Examine stakeholder feedback reports:



## Activity Directions

### Reflect on reports:

- **Prioritize Top Ten (including stakeholder feedback)**
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats

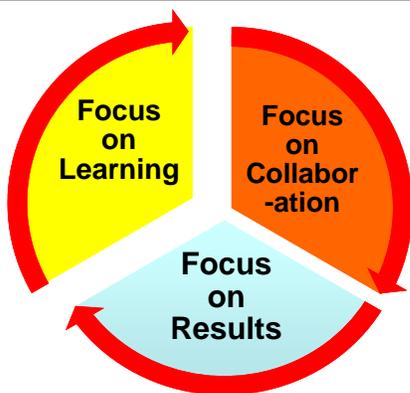
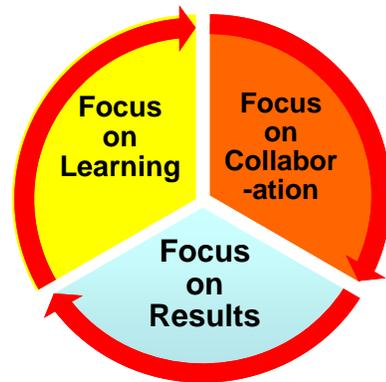
## ACTIVITY TWO:

- **Develop a shared understanding of the effective practices of a High Performing School District.**



### THREE BIG IDEAS:

- FOCUS ON LEARNING
- FOCUS ON COLLABORATION
- FOCUS ON RESULTS



## Focus on Learning

Guaranteed and Viable Curriculum

Common Formative and Summative Assessments

Differentiated Instruction: Systematic Interventions and Enrichments

## 4 Critical PLC Questions

What do we want all students to learn, know, or do?  
 Common Core State Standards  
 SMART Goals

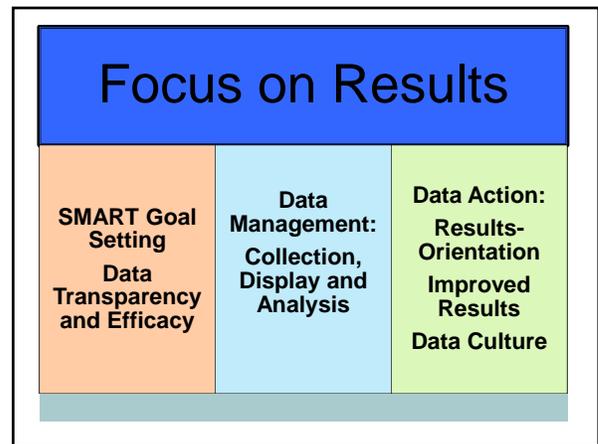
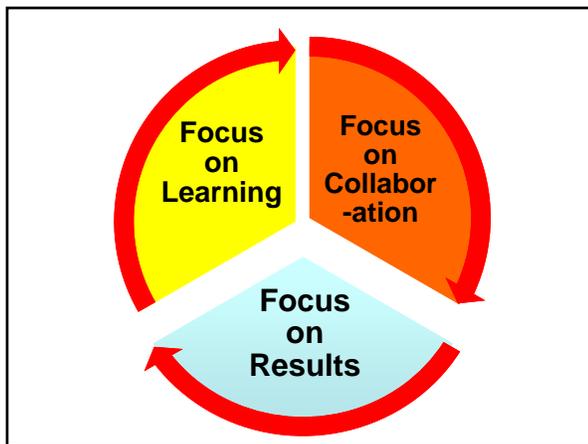
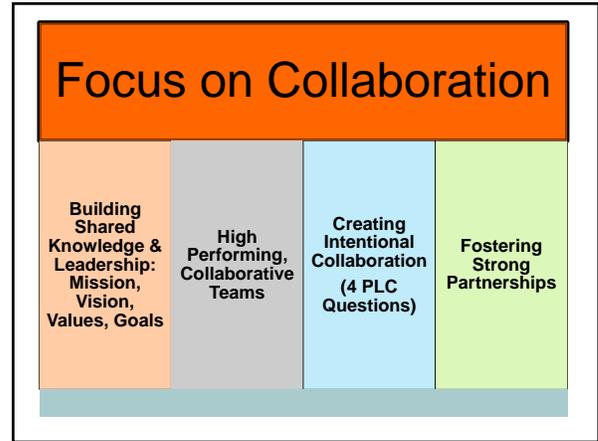
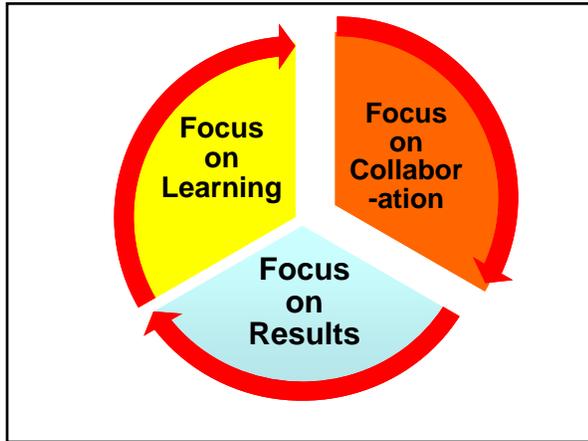
What evidence do we have of student learning?  
 Common Assessments  
 PK-20 DATA SYSTEM

How will we respond when some students don't learn?  
 Differentiated Instruction  
 Interventions/ Enrichments

How will we respond when students have already learned?  
 RTI

## Student Questions

- What do I need to learn?  
 Unit Learning Expectations  
 Common Core State Standards
- Where am I?  
 Formative Assessment Data  
 Data Center & Folder
- How do I get there?  
 SMART Goals & Action Plan
- What happens if I struggle or fail?



## Activity Directions

### View Video Tape

- Person 1 and 3- Learning
- Person 2 and 5- Collaboration
- Person 4 and 6- Results

*Concepts to keep in mind as we develop a Preferred Future*

## Activity Directions

### Individually:

- What were students doing?
- What were teachers doing?



### Collectively:

- *What are our Strengths?*
- *What are our Opportunities?*

**BE READY TO SHARE**

## Activity Directions

### Return to Tables:

- Share your findings with one another
- *What are our Strengths?*
- *What are our Opportunities?*
- *How is this information helpful as we determine our Preferred Future?*



# Break



## ACTIVITY THREE:

**Reflect on *articles* to identify key words and phrases for Preferred Future work.**

1. **TIME FOR TEACHERS**
2. **TRANSFORMING TEACHER WORK**
3. **MAKING ASSESSMENTS WORK**



## Activity Directions

- Select a chart that matches the **article you read** to review with others what you read.
- As a team **identify key words and phrases from the article you feel will be powerful** as you develop a new PREFERRED FUTURE for the district.
- **Be ready to SHARE your key words and phrases.**

# Lunch

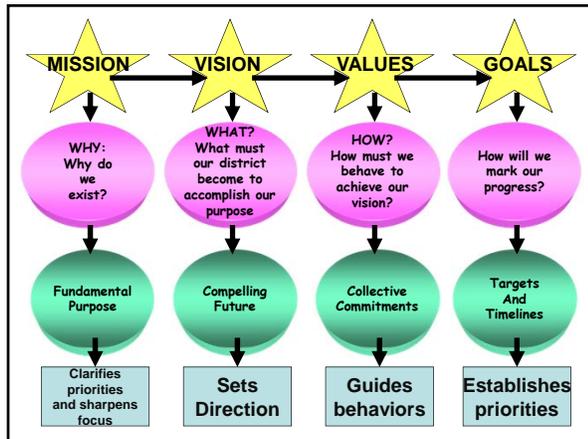


## ACTIVITY FOUR:

- **Invent a PREFERRED FUTURE (Mission and Vision to move the district to an even high level of performance.**

### Foundation

- Mission
- Vision
- Values/Commitments
- Goals



The words of **mission and vision statements** are *not worth the paper they are written on unless people begin to do something differently.*

## VISION AND MISSION

- **MISSION:** 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.”

• (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

## VISION AND MISSION

- Your mission statement **is the best vehicle to get the word out about the “why” and the “wow” behind your district.** 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.**

## VISION AND MISSION

- **VISION:** 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.**

## VISION AND MISSION

- 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)

## VISION AND MISSION

- A vision is a compelling picture of a preferred future that motivates us to act.
- It is **a hope or dream with details of how the hope or dream would look in action.**
- It is the **manifestation of our stated core values and the actualization of our common mission.**
- It **paints a picture of what we hope will be the end product of our goals.**

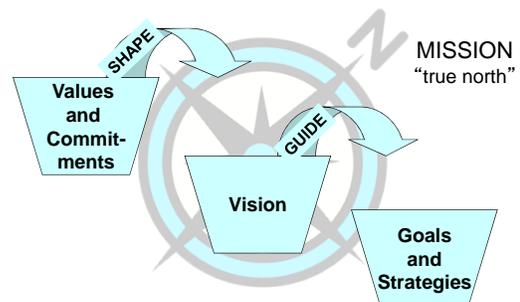
## VISION AND MISSION

- Vision **REFLECTS** what the **MISSION would look like if it were fully achieved**

## Activity Directions

- **Read** about what makes great mission and vision statements.
  - Review current Mission and Vision
  - Review the criteria for what makes a good mission and vision
  - Reflect on which criteria the Mission and Vision statements currently do not meet.
- **Discuss** with your team what you learned about writing a great mission and vision statement

## The Process



## Activity Directions

- **REVISE** the current mission and vision statements to better address the criteria and to describe the Preferred Future of the District
- **How do we want to be different 5 years from now than we are today?**

## ACTIVITY FIVE:

- **Values** are an expression of what we believe to be true. They are powerful shapers of how we think and act. They are expressions of what we believe to be true.
- **Commitments** translate values and beliefs directly into behaviors. *As a result of what we value, this is the action we commit to do!*

## VALUES AND COMMITMENTS

- **COLLECTIVE COMMITMENTS:** The third pillar of the foundation, the values pillar, clarifies those 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.**

## VALUES AND COMMITMENTS

- **Clarifying collective commitments is one of the most important strategies in building a PLC.**
- (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

## STUDENT ACHIEVEMENT AND GROWTH

BELIEFS/VALUES	COMMITMENTS
We believe all students can grow and improve in their learning.	We will hold high expectations for student achievement and character, and will guide students to make responsible choices for their lives and the learning process.
We believe it is our responsibility to guide students to be self-directed learners.	We will empower students to take responsibility for their own learning by setting goals and monitoring their progress toward expected achievement.
We believe students learn with different styles and at different rates	We will provide differentiated instruction, interventions, and enrichments to meet the needs of all learners.

## VALUES AND COMMITMENTS

- **Draft at least one value and related commitment statement for each goal.**
  - **Student achievement**
  - **Family/Community engagement**
  - **Learning Environment/Facilities/Technology**
  - **High Quality Staff/ Human Resources**
  - **Fiscal Resources**

## NEXT STEPS

- SUMMARIZE OUR WORK THROUGH CLEAR COMMUNICATION.
- REFLECT ON OUR WORK.
- SHARE OUR WORK FOR FEEDBACK AND OTHER IDEAS
- READY OURSELVES FOR THE SETTING DIRECTION RETREAT  
April 22



## Wrap Up

- Why this work is so important?
- Why it is important that others not on the team have opportunities for input and feedback?
- Thanks for your engagement and commitment.