

Antioch District 34 Strategic Planning Vision Retreat

“Where do we want to be?”

Location: Antioch Township Hall, 1625 Deep Lake Road, Lake Villa

Date: March 10, 2015

Time: 8:45 am - 3:45 pm

Outcome	Activity	Facilitator/ Time
Learn the purpose of today's Vision Retreat. <i>Answer the question: Where do we want to be?</i>	Welcome Set outcomes for the Vision Retreat.	Jay Marino Perry Soldwedel 15 minutes 8:45
Reflect on input received from the Data Retreat. <i>Answer the question: What feedback will we use to accurately adjust our SWOT Analysis</i>	Review the input received from the Data Retreat SWOT analysis from stakeholders and make any adjustments.	District Leaders 45 minutes 9:00
Share 3 short video clips about vision. <i>Answer the question: Is there anything in what we see in these clips that can help shape how we look, sound and feel in the future to make the district a better place to learn and work?</i>	View the three different clips. Each group will view one clip. Each group will discuss what they see in the clip that they want to share with their table team. The points shared will be things we might consider as we identify how we want the district to look, sound and feel differently five years from now. Each group will share with their table team.	Perry Soldwedel 60 minutes 9:45
Break	Slide 29	15 minutes 10:45
Examine articles read prior to the meeting. <i>Answer the question: Is there anything in what we view in these articles that can help shape how we look, sound and</i>	Discuss the three different articles. Each group will discuss the article they read. They will identify ideas to share with their table team. The points shared will be things we	Perry Soldwedel 60 minutes 11:00

<p><i>feel in the future to make our district a better place to learn and work?</i></p>	<p>might consider as we identify how we want the district to look, sound and feel differently five years from now. Each group will share with their table team.</p>	
<p>Lunch</p>		<p>45 minutes 12:00</p>
<p>Developing a shared mission and vision. Previewing a Preferred Future Statement</p> <p><i>Answer the question: How do we want to be different 5 years ahead from how we are today</i></p>	<p>Learn about how mission and vision are foundational to strategic planning.</p> <p>Review the district’s current mission and vision statement.</p> <p>Review the criteria for a good mission and vision statement.</p> <p>Identify some concepts or changes your table team would make to the current mission and vision.</p> <p>Share your ideas.</p>	<p>Perry Soldwedel 75 minutes 12:45</p>
<p>Develop shared values and commitments</p> <p><i>Answer the question: What values and guiding principles will guide our behaviors and actions? How will we support one another to take responsibility for our behaviors and actions?</i></p>	<p>Learn about how shared values and commitments are foundational to strategic planning.</p> <p>Learn about the characteristics of shared values/commitment statements.</p> <p>Review the district’s current values and commitments</p> <p>Identify some concepts or changes your table team would make to the current value/commitment statements</p> <p>Share your ideas.</p>	<p>Perry Soldwedel 75 minutes 2:00</p>
<p>Set the stage for the Setting Direction Retreat</p>	<p>Discuss role of team members in sharing the learning from the Vision Retreat with constituent groups.</p>	<p>Perry Soldwedel 30 minutes 3:15</p>

	Preview the agenda for Setting Direction Retreat. Reflect on the Day.	
Adjourn		3:45

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

OUTCOMES FOR TODAY’S VISION RETREAT

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

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

Develop a shared understanding of the effective practices of a HIGH PERFORMING SCHOOL SYSTEM

- Explore 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

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

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

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

Review how the district will collect feedback on the Vision Retreat Findings and Preview the Setting Direction Retreat.

Antioch 34 District SWOT ANALYSIS

Strengths, Weaknesses, Opportunities, Threats

DATA RETREAT SWOT Top Five Choices

<p>STRENGTHS: What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?</p> <ol style="list-style-type: none"> 1. (tie) Commitment to Improve 1. (tie) Fiscally Responsible 3. (tie) Committed Staff 3. (tie) Top 20% of IL Districts 5. (tie) Community Involvement 5. (tie) Technology Improvements 	<p>WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p> <ol style="list-style-type: none"> 1. Curricular/Program Issues 2. (tie) Facilities Issues 2. (tie) Student Achievement Performance 4. (tie) Staff Turnover 4. (tie) Communication Issues
<p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where, with a little work, could we change a weakness into a strength?</p> <ol style="list-style-type: none"> 1. Data Use 2. (tie) Focused Professional Development 2. (tie) Parent/Community Involvement 2. (tie) Improvement Commitment 2. (tie) Improving Communication 	<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. (tie) Mandates 1. (tie) Funding 3. Staff Retention 4. (tie) Buy-in Needs 4. (tie) Public Perception of Education

ACTIVITY ONE: Feedback Review of Data Retreat SWOT from Stakeholders: Identify the top ten strengths, top ten weaknesses, top ten opportunities and top ten threats by examining the SWOT analysis from the Data Retreat and any feedback from stakeholders

DATA RETREAT FINAL SUMMARY SWOT ANALYSIS: This data and information will lead to the prioritization of the critical issues the district will focus its attention on in the next 5 years.	
STRENGTHS: What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?	WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?	THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?
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3.	3.
4.	4.
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7.	7.
8.	8.
9.	9.
10.	10.

ACTIVITY TWO: Developing 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*

What did you see students doing? What did you see teachers doing? What are the implications for what we would want to see in all classrooms, all schools in the future?

What currently is happening from the clip that you want to be certain continues to happen?	What is not currently happening from the clip that you hope to see happen in the future?
1. 2. 3.	1. 2. 3.

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

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*

What did you see students doing? What did you see teachers doing? What are the implications for what we would want to see in all classrooms, all schools in the future?

What currently is happening from the clip that you want to be certain continues to happen?	What is not currently happening from the clip that you hope to see happen in the future?
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ACTIVITY TWO: Developing a shared understanding of the characteristics of a HIGH PERFORMING DISTRICT/SCHOOL

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*

What did you see students doing? What did you see teachers doing? What are the implications for what we would want to see in all classrooms, all schools in the future?

What currently is happening from the clip that you want to be certain continues to happen?	What is not currently happening from the clip that you hope to see happen in the future?
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ACTIVITY THREE: IDENTIFY KEY WORDS AND PHRASES FOR POSSIBLE REVISIONS IN MISSION, VISION, VALUES/COMMITMENTS.

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

Article	3-5 Key Ideas
Time for Teachers	1 2 3 4 5
Transforming Teacher Work	1 2 3 4 5
Making Assessments Work	1 2 3 4 5

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?

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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?

Examples of Values/Beliefs/Commitments Statements:

McLean County Unit 5 Strategic Plan VALUES/BELIEFS/COMMITMENTS	
Value/Belief	Staff Commitment
We believe all students can learn at high levels.	<i>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.</i>
We believe students learn with different styles and rates.	<i>We will provide differentiated instruction and interventions allowing for additional time and support to meet the needs of all learners.</i>
We believe it is our responsibility to guide students toward self-sufficiency, responsibility and accountability.	<i>We will enable students to take responsibility for their own learning by setting learning goals and monitoring and tracking their progress and achievement.</i>
We believe that technology enhances both teaching and learning.	<i>We will integrate technology to enrich and enhance our work and to prepare digital citizenship for our students</i>
We believe that collaboration and two-way communication between home and school accelerates student success.	<i>We will actively engage parents so they are informed about their student's progress and able to provide support to assistance in helping students grow and achieve at high levels.</i>
We believe that a safe, respectful, and nurturing learning environment promotes self-esteem and confidence necessary for success.	<i>We will model, monitor and enforce student and adult behaviors that contribute to a safe and orderly environment while respecting the rights of others within a diverse community.</i>
We believe that access to timely data and clear information accelerates both teaching and learning.	<i>We will use valid data and information to guide CORE instruction, plan for interventions, and promote enrichment/ acceleration.</i>
We believe that continuous improvement includes both recognizing and celebrating strengths as well as focusing on opportunities for growth and improvement.	<i>We will recognize and celebrate the individual and collective efforts and achievements of our professional learning community.</i>
We believe that goals must be specific, measurable, actionable, results-oriented, and timely.	<i>We will develop individual, team/department, school, and district goals/action plans and be both responsible and accountable for monitoring, tracking, and reporting results.</i>

VALUE AND COMMITMENT STATEMENTS

CURRENT VALUES/	COMMITMENTS
<p>In District 34, we value:</p> <p>Student achievement and success, excellence, strong work ethic, collaboration/team work, respect for all people and ideas, data-driven decisions, open communication, honesty, integrity, ethical behavior, humor & celebration</p> <p>Our Beliefs</p> <p>We believe students are at the heart of our vision.</p> <p>We believe in educating the whole child.</p> <p>We believe in supporting all children to achieve their full potential.</p> <p>We believe all children learn differently.</p> <p>We believe in a safe and secure environment where equal opportunities are provided to all.</p> <p>We believe classrooms are the core of successful education.</p> <p>We believe teamwork among students, parents, colleagues and the community is necessary to achieve common goals.</p> <p>We believe in a progressive attitude toward education.</p> <p>We believe in student-centered, data supported instruction.</p> <p>We believe in teaching and modeling</p>	

good character qualities.

We believe and celebrate our positive results and recognize the contributions that produced them.

We believe that it is our role to inspire in everyone a passion to excel and instill a confidence and hope in our community.

We believe in the involvement of schools, families, and other community members as collaborative partners to accomplish our goals.

We believe that education is the responsibility of the entire community.

We believe in treating one another with honesty, dignity, and respect.

PREVIEWING SETTING DIRECTION: GOALS, INDICATORS, MEASURES, TARGETS AND STRATEGIES

The final pillar of the foundation asks members to clarify the specific goals they hope to achieve as a result of their improvement initiative. The goals pillar identifies the targets and timelines that enable a staff to answer the question, “How will we know if all of this is making a difference?” Goals provide a sense of short-term priorities and the steps to achieve the benchmarks. Effective goals foster both the results orientation of a PLC and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). . (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

1. Student Needs
2. Facilities
3. Technology
4. Professional Development
5. Community Engagement

Strategies are the actions that are required to guide plans to move the organization from where it is to where it wants to be. Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources. Strategies must be few in number and comprehensive in action. Strategies are identified by the strategic plan team at the district level but are turned over to action plan teams who are best qualified and certified to identify how the organization will go about closing the gaps. Action planning must follow the Plan-Do-Study-Act process to ensure consistency in approach and quality in research-based practice. (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

- 1.1.1 - Communicate the BOE’s definition of 21st Century classrooms
- 1.1.2 - Implement the Partnership for 21st Century Skills plan
- 1.2.1 - Develop a Common Core Standards-based curriculum that is horizontally and vertically aligned to ensure consistency within each school and across the district
- 1.2.2 - Use student data to guide instruction
- 1.2.3 - Provide all students with differentiated instruction based on student interest, student learning styles and/or academic need in all content areas
- 1.2.4 - Work towards cross-curricular integration
- 1.2.5 - Provide flexible programming for intervention and/ or enrichment instruction for all students based on demonstrated student needs
- 1.2.6 - Establish a filter to measure student achievement utilizing Common Core Standards and 21st Century Framework
- 1.3.1 - Provide a safe environment for all students

- 1.3.2 - Provide healthy choices through good nutritious choices, physical wellness and social-emotional needs
- 2.1.1 - Create, Maintain and Execute Physical Needs Assessment (Phase 1) of the Master Facility Plan
- 2.1.2 - Leverage technology to improve student learning
- 2.2.1 - Create, maintain and execute Educational Alignment Study (Phase 2) of the Master Facility Plan
- 2.2.2 - Leverage technology to improve student learning
- 3.1.1 - Establish a technical road map ensuring infrastructure is cost effective, reliable, and available
- 3.1.2 - Achieve 100% wireless coverage across all schools by 2014
- 3.1.3 - Develop technology leadership structure to ensure implementation of Technology Plan
- 3.2.1 - Expand resources to support student and curricular needs
- 3.2.2 - Provide staff the process, support structures, and opportunity to develop and implement programming and champion new uses of technology throughout the district
- 3.2.3 - Investigate various web interfaces for student learning
- 3.2.4 - Promote Information Literacy
- 3.3.1 - Ensure student safety in the context of technology use including the use of a more advanced web proxy that creates filtering profiles for different levels of web access
- 3.3.2 - Use technology to track the increase in student knowledge
- 3.3.3 - Provide and encourage ongoing professional development
- 4.1.1 – Focus on professional development opportunities for staff that are prioritized, targeted, responsive, and flexible
- 4.2.1 - Celebrate and recognize staff that excel
- 4.2.2 - Utilize the skills inherent in teacher leaders
- 4.2.3 - Offer professional development opportunities to enhance leadership skills in staff
- 5.1.1 - Ensure district participation in the community
- 5.1.2 - Create opportunities for students to learn from and contribute to community stakeholders
- 5.1.3 – Impart the importance of civic participation with our students and staff
- 5.2.1 – Continually enhance the District's online presence
- 5.2.2 - Strengthen relationships with media outlets to connect with the community

5.2.3 - Utilize face to face contact opportunities to communicate with stakeholders

NEXT MEETING SETTING DIRECTION RETREAT
April 22

Strategic Plan Analysis

Current

Best Practice

Possibilities for Update

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.” 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)

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.

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?

Current	Best Practice	Suggestions for Update
VISION		
<p>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, <i>Learning By Doing</i>, Second Edition: Solution-Tree, 2010)</p>		
<p>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.</p>	<p><u>Criteria for evaluating a vision statement:</u></p> <ul style="list-style-type: none"> • 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	Best Practice	Suggestions for Update
VALUES		
<p>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, <i>Learning By Doing</i>, Second Edition: Solution-Tree, 2010)</p>		
<p>Student achievement and success, excellence, strong work ethic, collaboration/team work, respect for all people and ideas, data-driven decisions, open communication, honesty, integrity, ethical behavior, humor & celebration.</p>	<p><u>Criteria for evaluating a value/commitment statements:</u></p> <ul style="list-style-type: none"> • 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? 	

	<ul style="list-style-type: none"> • 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? 	
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Current	Best Practice	Suggestions for Update
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Goals

The final pillar of the foundation asks members to clarify the specific goals they hope to achieve as a result of their improvement initiative. The goals pillar identifies the targets and timelines that enable a staff to answer the question, “How will we know if all of this is making a difference?” goals provide a sense of short-term priorities and the steps to achieve the benchmarks. Effective goals foster both the results orientation of a PLC and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). . (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

<ol style="list-style-type: none"> 1. Student Needs 2. Facilities 3. Technology 4. Professional Development 5. Community Engagement 	<p><u>Criteria for evaluating a goal statement:</u></p> <ul style="list-style-type: none"> • Does it manifest our mission and vision? • Is it specific and strategic? • Is it measurable? • Is it actionable and aligned? • Is it results-oriented? • Is it time bound and target-oriented? • Will it guide the work of school improvement? • Will it guide the work of team and classroom improvement? • Can it be aligned to leader and teacher performance goals? • Will it provide a data system to monitor and report performance at all levels 	
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Current	Best Practice	Suggestions for Update
<h2 style="margin: 0;">Strategies</h2> <p style="margin: 0;">Strategies are the actions that are required to guide plans to move the organization from where it is to where it wants to be. Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources. Strategies must be few in number and comprehensive in action. Strategies are identified by the strategic plan team at the district level but are turned over to action plan teams who are best qualified and certified to identify how the organization will go about closing the gaps. Action planning must follow the Plan-Do-Study-Act process to ensure consistency in approach and quality in research-based practice. (adapted from DuFour, DuFour, Eaker, and Many, <i>Learning By Doing</i>, Second Edition: Solution-Tree, 2010)</p>		
<p>1.1.1 - Communicate the BOE's definition of 21st Century classrooms</p> <p>1.1.2 - Implement the Partnership for 21st Century Skills plan</p> <p>1.2.1 - Develop a Common Core Standards-based curriculum that is horizontally and vertically aligned to ensure consistency within each school and across the district</p> <p>1.2.2 - Use student data to guide instruction</p> <p>1.2.3 - Provide all students with differentiated instruction based on student interest, student learning styles and/or academic need in all content areas</p> <p>1.2.4 - Work towards cross-curricular integration</p> <p>1.2.5 - Provide flexible programming for intervention and/ or enrichment instruction for all students based on demonstrated student needs</p> <p>1.2.6 - Establish a filter to measure student achievement utilizing Common Core</p>	<p><u>Criteria for Evaluating strategy statement and related SMART Action plan:</u></p> <ul style="list-style-type: none"> • Is it an urgent gap or need that must be addressed to achieve our goals? • It is supported by data and information from stakeholders? • Is it a mandate that must be accomplished within a timeframe that demands we do it now? • Is it a high priority? • Is there buy in and ownership from stakeholders as to the urgency for our alignment of time, money and people resources? • Do we know what had been done in the past to address this strategy that has not worked? • Do we know what is required to do this strategy differently? • Can this strategy be measured and progress monitored? • Will it guide the work of school and district improvement? 	

Standards and 21st Century Framework

1.3.1 - Provide a safe environment for all students

1.3.2 - Provide healthy choices through good nutritious choices, physical wellness and social-emotional needs

2.1.1 - Create, Maintain and Execute Physical Needs Assessment (Phase

1) of the Master Facility Plan

2.1.2 - Leverage technology to improve student learning

2.2.1 - Create, maintain and execute Educational Alignment Study (Phase 2) of the Master Facility Plan

2.2.2 - Leverage technology to improve student learning

3.1.1 - Establish a technical road map ensuring infrastructure is cost effective, reliable, and available

3.1.2 - Achieve 100% wireless coverage across all schools by 2014

3.1.3 - Develop technology leadership structure to ensure implementation of Technology Plan

3.2.1 - Expand resources to support student and curricular needs

3.2.2 - Provide staff the process, support

structures, and opportunity to develop and implement programming and champion new uses of technology throughout the district

3.2.3 - Investigate various web interfaces for student learning

3.2.4 - Promote Information Literacy

3.3.1 - Ensure student safety in the context of technology use including the use of a more advanced web proxy that creates filtering profiles for different levels of web access

3.3.2 - Use technology to track the increase in student knowledge

3.3.3 - Provide and encourage ongoing professional development

4.1.1 – Focus on professional development opportunities for staff that are prioritized, targeted, responsive, and flexible

4.2.1 - Celebrate and recognize staff that excel

4.2.2 - Utilize the skills inherent in teacher leaders

4.2.3 - Offer professional development opportunities to enhance leadership skills in staff

5.1.1 - Ensure district participation in the community

5.1.2 - Create opportunities for students to learn from and contribute to community stakeholders

5.1.3 – Impart the importance of civic participation with our students and staff

5.2.1 – Continually enhance the District's online presence

5.2.2 - Strengthen relationships with media outlets to connect with the community

5.2.3 - Utilize face to face contact opportunities to communicate with stakeholders

