

CCSD59 Vision Retreat Findings

The strategic plan team began the day by reviewing all of the stakeholder feedback from the Data Retreat's SWOT Analysis.

Listed below are the suggested changes by table team.

STRENGTHS

<ul style="list-style-type: none"> ● Remove elementary school student sense of belonging ● Reorder Financial health and stability and well-maintained facilities ● Reorder Technology devices 1:1 and Technology access and infrastructure ● Reorder Welcoming environment for students and families and student to teacher trust 	<ul style="list-style-type: none"> ● Remove elementary school student sense of belonging ● Remove Hiring and retaining a high-quality staff ● Remove student growth in performance ● Remove Technology access and infrastructure ● Move Dual language learning opportunities to weakness 	<ul style="list-style-type: none"> ● Reword Welcoming student-centered environment ● Reword Embracing student diversity and programming ● Combine Technology access and infrastructure with Technology devices 1:1 ● Remove Elementary school student sense of belonging
<ul style="list-style-type: none"> ● Combine Technology access and infrastructure with Technology devices 1:1 ● Remove student safety and security ● Remove Elementary school student sense of belonging ● Remove Welcoming environment for students and families 	<ul style="list-style-type: none"> ● Add student growth in performance by cohort ● Combine Technology access and infrastructure with Technology devices 1:1 ● Reword System is safe and secure (building, staff and students) ● Reword Student focused culture sense of belonging, and trust with teachers 	<ul style="list-style-type: none"> ● Remove Hiring and retaining a high- quality staff ● Remove Student growth in performance ● Combine Technology access and infrastructure with Technology devices 1:1 ● Remove safety and security

WEAKNESSES

<ul style="list-style-type: none"> ● Remove Waiting list for dual language opportunities for students ● Move Parent engagement and satisfaction to Opportunities ● Move Support for increasing low income students and their families to Opportunities ● Reorder Student achievement below state averages in mathematics and English language arts and Achievement gaps among student subgroup populations 	<ul style="list-style-type: none"> ● Remove Parent engagement and satisfaction ● Move Growing staff apathy, loyalty, and collaboration to Opportunities 	<ul style="list-style-type: none"> ● Move Inequity in class sizes across elementary schools to Opportunity ● Reword Growing staff apathy, and lack of loyalty, and collaboration ● Move Parent engagement and satisfaction to Opportunity
<ul style="list-style-type: none"> ● Move Student engagement and responsibility for learning to 	<ul style="list-style-type: none"> ● Remove Waiting list for dual language opportunities for 	<ul style="list-style-type: none"> ● Move Inequity in class sizes across elementary schools to

<p>Opportunity</p> <ul style="list-style-type: none"> ● Move Growing staff apathy, and lack of loyalty, and collaboration to Opportunity ● Move parent engagement and satisfaction to Opportunity 	<p>students</p> <ul style="list-style-type: none"> ● Move parent engagement and satisfaction to Opportunity ● Reword Curriculum clarity with aligned meaningful assessments with enhanced curriculum 	<p>Opportunity</p> <ul style="list-style-type: none"> ● Remove Waiting list for dual language opportunities for students
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OPPORTUNITIES

<ul style="list-style-type: none"> ● Add parent engagement and satisfaction to Opportunities for student, staff, and family voice, input and engagement or Parent clarity of expectations and education opportunities 	<ul style="list-style-type: none"> ● Add student engagement and responsibility of their learning ● Add Growing staff apathy, loyalty, and collaboration to Opportunities for student, staff, and family voice, input and engagement ● Add parent engagement and satisfaction to Opportunities for student, staff, and family voice, input and engagement or Parent clarity of expectations and education opportunities 	<ul style="list-style-type: none"> ● Add parent engagement and satisfaction to Opportunities for student, staff, and family voice, input and engagement or Parent clarity of expectations and education opportunities ● Add Growing staff apathy, loyalty, and collaboration to Opportunities for student, staff, and family voice, input and engagement ● Add Inequity in class sizes across elementary schools to Facility usage, space, and schedules ● Reword Parent and community clarity of expectations and education opportunities
<ul style="list-style-type: none"> ● Add HR staff trained to seek out diverse hires ● Add Growing staff apathy, loyalty, and collaboration to Opportunities for student, staff, and family voice, input and engagement 	<ul style="list-style-type: none"> ● Add parent engagement and satisfaction to Opportunities for student, staff, and family voice, input and engagement or Parent clarity of expectations and education opportunities ● Add Support for increasing low income students and their families 	<ul style="list-style-type: none"> ● Add Inequity in class sizes across elementary schools to Facility usage, space, and schedules ● Add student growth in performance

THREATS

<ul style="list-style-type: none"> ● Add Hiring and retaining high-quality staff ● Add safety and security ● Reword Threats of deportation 	<ul style="list-style-type: none"> ● Add Drugs and At-Risk student behavior 	<ul style="list-style-type: none"> ● None
<ul style="list-style-type: none"> ● Add Inappropriate student behavior ● Reword Customer satisfaction to Stakeholder satisfaction ● Reword Political environment to Political environment at state and federal levels ● Reword Immigration to 	<ul style="list-style-type: none"> ● None 	<ul style="list-style-type: none"> ● Add Bullying ● Reword Immigration to Immigration policy impact ● Reword Customer satisfaction to Stakeholder satisfaction

<p>Fluctuating immigration laws that creates instability among families and students</p> <ul style="list-style-type: none"> ● Reword Racism to Racial tensions in society 		
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CCSD59 DRAFT SWOT ANALYSIS

STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?

- System is safe and secure
- Student diversity is valued
- Welcoming environment for students and families.
- High student-to-teacher trust
- Social and emotional learning is valued
- Retention of a high-quality staff
- Student growth in performance year to year
- Financial health and stability
- Well-maintained facilities
- Technology devices 1:1, access, and infrastructure
- Dual language learning opportunities

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?

- Student achievement below state averages in mathematics and English language arts
- Achievement gaps among student subgroup populations (Low income, Black, Hispanic, Students with IEPs, English language learners)
- Curriculum clarity with aligned meaningful assessments
- Intervention systems not meeting all students' needs
- Support for increasing low income students and their families
- Data collection, analysis, progress monitoring, and reporting with measurement and accountability targets
- Two-way communication internally and externally

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? What are we not doing currently that might be an opportunity for us to improve?

- Facility usage, space, and schedules to address inequities in class sizes across elementary schools and modern learning instruction
- Partnerships with the community to further career and life workplace learning
- Rigor and challenge in learning opportunities
- Learning paths tracking progress from grade-to-grade, school-to-school based on readiness expectations for Kindergarten, Middle School, and High School
- Achievement gaps between Dual and Non-Dual classrooms
- Opportunities for student voice, input, and

THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

- Social media
- State unfunded mandates and financial crisis
- Stakeholder perceptions and satisfaction
- Political environment at state and federal levels
- Impact of Immigration legislation
- Racial tensions in society
- Trauma and growing mental health needs.
- Inappropriate student behavior

<p>engagement</p> <ul style="list-style-type: none"> ● Opportunities for staff voice, input, engagement, and collaboration ● Parent and community clarity of expectations, education opportunities, and engagement 	
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The strategic plan team read three articles and investigated electronically three school sites to identify key ideas that might extend current thinking in District mission and vision.

<p><i>9 Elephants in the Classroom That Should “Unsettle” Us</i></p> <ol style="list-style-type: none"> 1. Students report being disengaged. Engagement drives learning 2. Foundation skills need deeper thinking and application 3. Project-based or problem-based learning reflects high engagement with real life applications 4. Are grades or learning more important 5. Local data about graduation and college readiness do not match claims 6. Importance of the development of creative and critical thinking 7. New forms of assessment to include performance assessment 8. Need to look at school schedule and structure. Most schedules today reflect 19th century learning 9. True learning is unforgettable 10. Importance of knowing mastery of outcomes rather than just a grade 	<p><i>Design 39 Campus in San Diego, CA</i></p> <ol style="list-style-type: none"> 1. Students drive learning experiences 2. High school students mentor and support middle school students 3. Connections with local business for career and workplace learning 4. Opportunities for parent engagement and education 5. Teachers = Learning Experience Designers 6. Balance between what all need to know and what individual interests 7. Move from compliance to innovation 8. Explore better use of time, space, collaboration, schedules 9. Innovation, investigation, curiosity, motivation should drive learn design
<p><i>A Transformation Vision for Education in the United States</i></p> <ol style="list-style-type: none"> 1. Students own their learning 2. Opportunities for collaborating and communicating with others 3. Knowledge, skills and dispositions applicable to today’s needs- global approach 4. Assessing readiness for the next level 5. Using student agency to personalize learning 6. Teachers equipped to guide knowledge, skills and dispositions 7. Three types of assessment: of, for, and as 8. Open concept- space for labs, discussion, 	<p><i>Stonefields School in New Zealand</i></p> <ol style="list-style-type: none"> 1. Importance of integrated subject area learning 2. Core knowledge embedded into engaging setting with application 3. Clear and concise mission and vision 4. Actionable vision- learner qualities 5. Hub approach for differentiation and personalized learning support 6. “Cause” learning 7. Place to go when learner is “stuck” 8. High student agency- voice, engagement, choice

<p>project work</p> <ol style="list-style-type: none"> 9. Importance of knowing readiness expectations for the next level 10. Growth orientation 11. Using academic content as a means of teaching critical skills, knowledge, competencies. 12. Connections of learning to meaningful future skills and competencies 	<ol style="list-style-type: none"> 9. Flexible learning environment 10. Creative structures, schedule, extended day and year learning opportunities 11. Values and goals are very transparent 12. Students are self-assessing 13. There is clarity in the learning process
<p><i>Rigor Defined: The Seven Survival Skills for Careers, College, and Citizenship</i></p> <ol style="list-style-type: none"> 1. Communication skills both verbal and written lacking 2. Employers want better collaboration and communication skills 3. Emphasis on critical thinking and problem-solving skills 4. Departure from rote memorization learning to more application learning 5. Must assess workplace competencies 6. Life long learning process orientation- learning how to learn 7. Peer to peer respect, student to teacher mutual respect 	<p><i>Springfield Renaissance School, Washington DC</i></p> <ol style="list-style-type: none"> 1. Students in charge of their own learning setting goals, describing learning progress, reporting growth and achievement 2. Emphasis on thinking 3. Strong sense of belonging, self-confidence 4. High student engagement and enjoyment with learning 5. Strong social and emotional focus 6. Building relationships and community 7. Feeling emotionally safe 8. Character counts- community commitments 9. “Crew” meetings between students and teachers to design and reflect on learning 10. Illustrate and visually display mission, vision, and values throughout the school

The strategic plan team learned about the characteristics of a high-quality Preferred Future Statement. They examined a great example in Illinois Vision 2020. They learned about the research-based qualities of a great mission, vision, and core values statement. They learned about the definition and importance of student agency.

They then used their work from the day to reflect on and revise current District mission, vision, and core values. Below are the preliminary findings. They will return to their draft on our November 1 strategic planning day.

CURRENT MISSION AND VISION	IDEAS FOR FUTURE VISION AND MISSION
<p>MISSION: The mission of Community Consolidated School District 59 is to provide the skills, knowledge, and experiences that will <u>PREPARE STUDENTS TO BE SUCCESSFUL FOR LIFE.</u></p>	<p>Mission: CCSD59 will prepare students to be successful in life.</p> <p>Vision: CCSD59 embraces continuous improvement in a safe and nurturing environment that promotes learning and student growth as its primary focus. We will ensure</p>

VISION: One District, One Population, One Core Purpose

The Board of Education and District 59 embrace continuous improvement in a safe and nurturing environment that promotes learning and student growth as its primary focus.

Education today is about more than teaching the mechanics of reading, writing, and mathematics and relying on the results of a single standardized test. In District 59 we define success as the mastery of a set of skills. Our goal is for students to take increased ownership of their own learning experiences and gain knowledge through complex activities. Students will learn and apply important skills which they will need throughout their lives. We believe the following outcomes are central to student success:

The ability to:

- successfully access, analyze, and apply information,
- participate in society through the promotion of civic and global responsibility (including environmental protection),
- work collaboratively,
- communicate effectively,
- think creatively,
- engage in critical thinking,
- learn to work with determination and perseverance toward goals,
- develop and apply problem solving strategies and demonstrate a strong social and emotional awareness about themselves and others.

It is our challenge, privilege, and responsibility to ensure that every student in every school leaves CCSD59 with these skills and competencies.

students take ownership of their learning experience and gain knowledge through engaging, rigorous, and relevant learning activities.

It is our challenge, privilege, and responsibility to ensure that every student in every school leaves CCSD 59 with these essential skills and competencies to be ready for high school and future college, career, and life success:

- Successfully access, analyze, and apply information,
- Participate in society through the promotion of civic and global responsibility (including environmental protection),
- Work collaboratively,
- Communicate effectively,
- Think creatively,
- Engage in critical thinking,
- Learn to work with determination and perseverance toward goals,
- Develop and apply problem solving strategies, and demonstrate a strong social and emotional awareness about themselves and others.

(Visually organize these into a circle)

Mission:

CCSD59 will prepare students to be successful in life.

Vision: CCSD59 will empower students to take ownership of their learning experiences and gain knowledge through engaging, rigorous, and relevant learning activities that allow them to:

- Successfully access, analyze, and apply information,
- Participate in society through the promotion of civic and global responsibility (including environmental protection),
- Work collaboratively,
- Communicate effectively,
- Think creatively,
- Engage in critical thinking,
- Learn to work with determination and perseverance toward goals,
- Develop and apply problem solving strategies, and demonstrate a strong social and emotional awareness about themselves and others.

Mission:

CCSD59 will prepare students to be successful in life.

Vision: CCSD 59 will ignite a passion for learning through

	<p>an environment that:</p> <ul style="list-style-type: none"> ● Encourages social emotional well-being ● Limitless learning curiosity ● Collective greatness ● Collaborative spirit ● Readiness for college, career and life success
	<p>-----</p> <p>Mission: CCSD59 will prepare students to be successful in life.</p> <p>Vision: CCSD 59 is proud of our student-focused culture. We focus on the whole child by providing them with strong foundational skills in both academic and social emotional instruction. With a diverse student population, we celebrate individuals while creating an engaged community. We strive to provide our students with engaging, relevant learning experiences to prepare them to be successful for life.</p> <p>-----</p> <p>Mission: CCSD59 will prepare students to be successful in life.</p> <p>Vision: It is our challenge, privilege, and responsibility to ensure that every student in every school leaves CCSD 59 with these learning qualities:</p> <ul style="list-style-type: none"> ● Real world, global context learning experiences ● Capacity to be lifelong learners and leaders ● Beneficiaries of a student-centered culture ● Innovative and engaged instructional experiences ● Masters of a rigorous and relevant curriculum ● Perceptions that their interests and passions have been furthered ● Informed active citizens of strong character ● Problem solvers and critical thinkers ● Committed to life-long learning and continuous improvement ● Ready for college career, and life success

CURRENT BELIEFS	IDEAS FOR FUTURE CORE VALUES
<p>The following beliefs drive teaching and learning in District 59:</p> <ul style="list-style-type: none"> ● Well-developed reading, writing, and speaking skills are the foundation of a child's education. 	<p style="text-align: center;">Relationships First</p> <p style="text-align: center;">Fostering relationships between communities, families, staff & students.</p> <p style="text-align: center;">Holistic Approach</p> <p style="text-align: center;">Balanced approach to education designed to meet the needs</p>

- Educational programs need to be research-based, results-oriented, aligned, balanced, reflective of community values, and supportive of the District mission.
- Students need the skills for acquiring and processing information using traditional methods as well as modern technology.
- We need to instill a pride in America and make students aware of the values and ideals of our American traditions including the rights, responsibilities, and privileges of good citizenship.
- Appreciation and respect for people and traditions of different cultures helps build a strong community.
- It is the duty and responsibility of District 59 in partnership with stakeholders to be fiscally responsible.
- Staff development is best accomplished through an environment of cooperation, trust, and continuous improvement.
- Community engagement and inclusive practices increase student understanding.
- Active parental and/or caregiver involvement in a child's education is central to the student's success and well-being in life.

of individual learners.

Inspiring Curiosity

Promoting Lifelong learning & empowering learners.

**Embracing Diversity
Peace & Love for all.**

Diversity

Encourage an appreciation of cultures through educational experiences

Achievement

Ensure all students can reach high levels of academic achievement by providing equitable access to engaging instruction

Communication

Communicate consistently to inform stakeholders, form community partnerships and promote students opportunities for civic engagement

Agency

Empower students to engage in the ownership of their learning opportunities, and enhance their opportunities for voice and choice

Stewardship

Demonstrate effective budgeting practices that ensure long-term resource stability for the district.

Safe and Nurturing Environment

Acknowledge and address the social, emotional, safety, and health needs of all stakeholders while fostering a positive culture and climate throughout the district

Growth and Continuous Improvement

Provide educational programming to challenge each individual student to ensure learning and growth

Innovation and Relevance

Equity

Collaboration and Communication

Trust, Appreciation and Respect

Engagement and Empowerment

Continuous Improvement

Continuous Improvement

Respect for all cultures, traditions

Life-long learning

Engagement

Whole Child

Citizenship

Modern Learning

Equity

Student success

Diversity

Partnerships

Responsibility and Accountability

Safe and Nurturing Environment

Data and Measurement

High Expectations

Readiness

Flexibility and Open to Change

Dignity and Respect

Excellence

	Diversity
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Here is an example of how the ideas above might be incorporated into a Preferred Future Statement. The strategic plan team will have an opportunity at the November 1 meeting to draft this statement.

CCSD59 PREFERRED FUTURE STATEMENT

Mission Statement - Our Core Purpose <i>Why do we exist?</i>	Vision Statement - Our Future <i>Where we are headed?</i>
<p>Mission: CCSD59 will prepare students to be successful in life.</p>	<p>Vision: CCSD59 will ignite a passion for learning through an environment that:</p> <ul style="list-style-type: none"> ● Encourages social emotional well-being ● Limitless learning curiosity ● Collective greatness ● Collaborative spirit ● Readiness for college, career and life success
Core Values - How we act and behave <i>What we stand for?</i>	Vision Description <i>What it will look like?</i>
<p style="text-align: center;">Whole Child</p> <p>We recognize the importance of addressing both the academic and non-academic needs of all learners.</p> <p style="text-align: center;">Communication and Collaboration</p> <p>We communicate and collaborate with transparency, dignity and respect</p> <p style="text-align: center;">Safe and Nurturing Environment</p> <p>We acknowledge and address the social, emotional, safety, and health needs of all stakeholders while fostering a positive culture and climate throughout the district</p> <p style="text-align: center;">Growth and Continuous Improvement</p> <p>We provide educational programming to challenge each individual to ensure learning and growth</p> <p style="text-align: center;">Equity</p> <p>We equip all of our leaders and staff with tools and mindsets to advance equity and dismantle systemic oppression.</p> <p style="text-align: center;">Diversity</p> <p>We embrace a culture in which all individuals,</p>	<p>CCSD59 will empower students to take ownership of their learning experiences and gain knowledge through engaging, rigorous, and relevant learning activities that allow them to:</p> <ul style="list-style-type: none"> ● Successfully access, analyze, and apply information, ● Participate in society through the promotion of civic and global responsibility (including environmental protection), ● Work collaboratively, ● Communicate effectively, ● Think creatively, ● Engage in critical thinking, ● Learn to work with determination and perseverance toward goals, ● Develop and apply problem solving strategies, and demonstrate a strong social and emotional awareness about themselves and others.

regardless of ethnic, cultural, and linguistic differences and intellectual, social, physical, and emotional needs, are welcomed and supported.

Agency

We empower students to engage in the ownership of their learning opportunities, and enhance their opportunities for voice and choice.

Stewardship

We commit to using our district resources wisely and responsibly.

Partnerships

We partner with families and the community to ready students for their future.