

CCSD59 Findings of the Setting Direction Retreat

The strategic plan team met on November 1 to hold its Setting Direction Retreat. The purpose of the retreat was to address the question, “How do we get from where we are to where we want to be?”

The first activity was to revisit the Draft of the Preferred Future Statement from the Vision Retreat. As part of that statement the team addressed district mission, vision, and core values. Below are the six table team suggestions for both mission and vision.

Table Teams’ Mission Ideas	Table Teams’ Vision Ideas
Preparing students to be successful for life.	<p>CCSD59 will empower staff and students to take ownership of their learning.</p> <ul style="list-style-type: none"> ● Readiness for career and life success. ● Maintain a high standard for learning. ● Develop and apply strong social emotional skills. ● Development an awareness, knowledge and skills toward social justice.
Preparing students to be successful for life.	<p>CCSD59 will ignite a passion for learning through an environment that builds:</p> <ul style="list-style-type: none"> ● Social emotional well-being ● Limitless learning curiosity ● Collaborative spirit ● Readiness for future learning, career, and life success
Preparing students to be successful for life.	<p>CCSD59 will ignite a passion for learning through an environment that encourages:</p> <ul style="list-style-type: none"> ● Social emotional well-being ● Limitless learning curiosity ● Safety in a nurturing and healthy environment ● Communication aligned to expectations ● Collaborative spirit and partnerships ● Readiness for college, career and life success
Preparing students to be successful for life.	<p>CCSD59 will ignite a passion for learning through an environment that:</p> <ul style="list-style-type: none"> ● Encourages social and emotional well-being ● Provides a foundation for college, career and life success ● Fosters relationships ● Inspires curiosity and innovation
Preparing students to be successful for life.	<p>Igniting an individual and collective passion for learning through a safe and nurturing environment that:</p> <ul style="list-style-type: none"> ● Encourages social emotional well-being ● Limitless learning curiosity ● Readiness for college, career, and life success
Preparing students to be successful for life.	<p>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

Next the table teams reviewed their work on Core Values from the Vision Retreat and made the following suggestions for moving toward consensus.

Table Teams' Core Values	
<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, regardless of ethnic, cultural, and linguistic differences and intellectual, social, physical, and emotional needs, are welcomed and supported.</p> <p style="text-align: center;">Agency</p> <p>We empower students to engage in the ownership of their learning opportunities and enhance their opportunities for voice and choice.</p> <p style="text-align: center;">Stewardship</p> <p>We commit to using our district resources wisely and responsibly.</p>	<p style="text-align: center;">Communication and Collaboration</p> <p style="text-align: center;">Safe and Nurturing Environment</p> <p style="text-align: center;">Equity and Diversity</p> <p style="text-align: center;">Growth and Continuous Improvement</p> <p style="text-align: center;">Agency and Engagement</p> <p style="text-align: center;">Partnerships and Stewardship</p>
<p style="text-align: center;">Whole Child</p> <p style="text-align: center;">Communication</p> <p style="text-align: center;">Collaboration</p> <p style="text-align: center;">Equity</p> <p style="text-align: center;">Diversity</p> <p style="text-align: center;">Agency</p> <p style="text-align: center;">Continuous growth and improvement</p> <p style="text-align: center;">Stewardship</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;">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;">Communication and Collaboration</p> <p>We communicate and collaborate with transparency, dignity and respect.</p> <p style="text-align: center;">Diversity</p> <p>We welcome and support individuals of all ethnic, cultural, linguistic backgrounds, with varied intellectual social physical and emotional needs.</p> <p style="text-align: center;">Equity</p> <p>We equip all of our leaders and staff with tools and mindsets to advance equity.</p> <p style="text-align: center;">Stewardship</p> <p>We commit to using our district resources wisely and responsibly.</p>

<p style="text-align: center;">Whole Child</p> <p>We recognize the importance of addressing both the academic and non-academic needs of all students.</p> <p style="text-align: center;">Growth, Ownership, and Continuous Improvement</p> <p>We provide educational programming to challenge and empower individuals to ensure learning and growth.</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;">Diversity and Equity</p> <p>We embrace all individuals regardless of ethnic, cultural, linguistic, intellectual, social, physical or emotional differences and equip all stakeholders with tools and mindsets to advance equitable decision-making.</p> <p style="text-align: center;">Partnerships and Stewardship</p> <p>We partner with families and the community to use our district resources wisely and responsibly in preparing our students for their future.</p>	<p style="text-align: center;">Whole child</p> <p>We recognize the importance of addressing the academic, social, and emotional needs of all students.</p> <p style="text-align: center;">Academic Growth and Achievement</p> <p>We provide engaging curriculum and instruction to ensure all students reach high levels of academic growth and achievement</p> <p style="text-align: center;">Partnerships</p> <p>We insist all students work together in a transparent and respectful way to maintain a positive, meaningful, productive relationships</p> <p style="text-align: center;">Stewardship</p> <p>We commit to equitable and responsibly allocation of district resources.</p> <p style="text-align: center;">Agency</p> <p>We empower learners to engage in the ownership of their learning opportunities and enhance their opportunities for voice and choice.</p> <p style="text-align: center;">Diversity</p> <p>We embrace a culture in which all individuals, regardless of ethnic, cultural, and linguistic differences and intellectual, social, physical, and emotional needs to foster a safe and welcoming climate for learning.</p>
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The CEC Facilitator drafted the following Preferred Future Statement based on themes from the strategic plan work to share with all stakeholders between now and the final meeting of the strategic plan team on December 3.

CCSD59 Preferred Future Statement Draft

<p>Mission Statement- Our Core Purpose <i>Why do we exist?</i></p>	<p>Vision Statement- Our Future <i>Where we are headed?</i></p>
<p>Mission: <i>Preparing students to be successful for life.</i></p>	<p>Vision: <i>CCSD59 will ignite a passion for learning through an environment that:</i></p> <ul style="list-style-type: none"> ● Encourages social emotional well-being ● Provides a readiness for college, career, and life success ● Inspires curiosity and innovation ● Fosters collaborative spirit, agency and communication ● Unites stakeholders in sharing responsibility and accountability for individual and system continuous improvement
<p>Core Values - How we act and behave <i>What we stand for?</i></p>	<p>Learner Outcomes <i>How will we define learning?</i></p>
<p>Core Values: <i>CCSD 59 commits to the following Core Values to guide stakeholder behaviors and actions:</i></p>	<p>Learner Outcomes: <i>CCSD 59 will empower students to take ownership of their learning experiences and gain knowledge through engaging, rigorous, and relevant learning</i></p>

<p style="text-align: center;">Whole Child</p> <p>We recognize the importance of addressing both the academic and non-academic needs of all students.</p> <p style="text-align: center;">Growth, Ownership, and Continuous Improvement</p> <p>We provide educational programming to challenge and empower individuals to ensure learning and growth.</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;">Diversity and Equity</p> <p>We embrace all individuals regardless of ethnic, cultural, linguistic, intellectual, social, physical or emotional differences and equip all stakeholders with tools and mindsets to advance equitable decision-making.</p> <p style="text-align: center;">Partnerships and Stewardship</p> <p>We partner with families and the community to use our district resources wisely and responsibly in preparing our students for their future.</p>	<p><i>activities. Learning outcomes equip students with these skills necessary to thrive in a modern world.</i></p> <ul style="list-style-type: none"> ● Access, analyze and apply information ● Civic and global responsibility ● Collaboration ● Communication ● Creativity ● Critical thinking ● Determination and perseverance ● Problem Solving ● Self-awareness
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Next the strategic plan team review the current long-range goals of the District. Long-range goals are few in number and describe what the Districts must achieve in order to fulfill its mission, vision, and core values. The following table team suggestions were developed to update those goals. Possible new goals areas were identified by some teams.

Goal Category	Table Teams' Long-Range Goal Statements
Student Growth	<p>Through continuous improvement, create learning experiences and environments that promote student growth and achievement to prepare students to be successful for life.</p> <p>-----</p> <p>Increase student growth and achievement.</p> <p>-----</p> <p>Ensure maximum development, growth and achievement for all students.</p> <p>-----</p> <p>Enhance the development of the whole child by creating learning opportunities and environments that promote student growth and achievement to prepare students to be successful.</p> <p>-----</p>

	<p>Provide learning opportunities and environments that promote student growth and proficiency to prepare students to be successful in life.</p> <p>-----</p> <p>Create learning experiences and environments that promote student growth and achievement to prepare students to be successful for life.</p>
Communications and Community Relations	<p>Create and maintain open, two-way communication both internally and externally for foster collaboration, trust, and understanding in an effort to move all stakeholders to advocacy for student success.</p> <p>-----</p> <p>Improve and strengthen family and community relationships.</p>
Learning Environment (Possible new goal area)	<p>Educate the whole child through a supportive and nurturing environment.</p> <p>-----</p> <p>Provide a safe and responsive environment that supports each learner.</p> <p>-----</p> <p>Support students, staff and families academically, socially, emotionally, and physically to promote confidence and well-being.</p>
Recruit, Develop, and Retain Distinguished Staff	<p>Attract, hire, nurture, supervise, and retain high-quality staff while employing best practice human relations strategies, processes, and services.</p> <p>-----</p> <p>Attract, develop, retain engaged and effective staff.</p> <p>-----</p> <p>Attract, hire, nurture, and retain high-quality staff who are reflective of and responsive to the diverse needs of our learners.</p> <p>-----</p> <p>Attract, hire, nurture, supervise, and retain high quality, culturally diverse staff.</p> <p>-----</p> <p>Recruit, develop, and retain high-quality staff.</p>
Long Term Financial Stability and Fiscal Integrity	<p>Ensure long-term financial stability and fiscal integrity by aligning the human, financial, and physical resources with the District 59 mission and vision.</p> <p>-----</p> <p>Maintain long-term financial stability and fiscal integrity.</p> <p>-----</p> <p>Align human, financial, and physical resources to achieve the District mission and vision.</p>
Social Justice (possible new goal area)	<p>Provide equitable learning opportunities and improve student growth amongst diverse student population.</p>
Agency (possible new goal area)	<p>Cultivate student agency.</p>

The CEC facilitator reviewed all strategic plan team long-range goals suggestions and drafted the long-range goals for the new plan. Those goals will be shared with stakeholders to receive feedback and then refined at the final strategic plan team meeting on December 3.

The strategic plan team reviewed current indicators and measures for goal areas and also considered new indicators and measures. The following were identified by all teams as suggested indicators and measures to pass on to the Board of Education who will be responsible for final decisions. Indicators and measures were divided into internal and external which would appear on a District Scorecard and only internal measures which would be considered by District staff to improve processes and operational procedures.

Drafted Goals	Suggested Indicators/Measures to Progress Monitor and Report
<p><u>Student Growth and Achievement:</u> <i>Promote student growth and achievement to prepare students to be successful for life.</i></p>	<p><u>Internal and external indicators/measures:</u></p> <ul style="list-style-type: none"> ● <i>Students meet or exceed K-8 state standards in reading and mathematics.</i> ● <i>Students achieve annual K-8 growth targets in reading and mathematics.</i> ● <i>Students read on grade level by the end of third grade.</i> ● <i>Students achieve learning standards/outcomes as defined by the district in all core curricular areas.</i> ● <i>Students make a successful transition to Kindergarten. (readiness).</i> ● <i>Students make a successful transition to middle school. (readiness)</i> ● <i>Students make a successful transition to high school. (readiness)</i> <p><u>Internal process measures:</u></p> <ul style="list-style-type: none"> ● <i>Student performance on developed common assessments,</i> ● <i>Staff feedback on units of study</i> ● <i>Survey of learning conditions and measures determined by the Learning Spaces</i> ● <i>Equitable opportunities for curriculum</i>
<p><u>Inclusive Learning Environment:</u> <i>Educate the “whole” child by providing an engaging, personalized, nurturing environment to meet each student’s interests and needs.</i></p>	<p><u>Internal and external indicators/measures:</u></p> <ul style="list-style-type: none"> ● <i>Achievement gaps close.</i> ● <i>Attendance: Above 90%</i> ● <i>Behavior Data</i> ● <i>Agency, Engagement, Ownership</i> ● <i>Co-Curricular Activities: One of more grades 5-8</i> ● <i>Community Service: 5 hours or more grades 7-8</i> ● <i>Students strongly agree or agree in response to 5Essentials Survey</i> <p><u>Internal process measures:</u></p> <ul style="list-style-type: none"> ● <i>Success of interventions and enrichment support: Entrance and exit criteria</i> ● <i>Professional Learning Time Agendas</i> ● <i>Professional Development logs</i> ● <i>Equitable staffing to meet varied numbers of student needs across all classrooms and schools</i>
<p><u>High-Quality Staff:</u> <i>Attract, hire, nurture, supervise, and retain high-quality, culturally diverse staff.</i></p>	<p><u>Internal and external Indicators/measures:</u></p> <ul style="list-style-type: none"> ● <i>Retention: Above 5 years</i> ● <i>Multi areas of Certification</i> ● <i>Demographics</i> ● <i>Continued Learning: Advance degree, Professional Development</i> ● <i>Staff strongly agree or agree in response to 5Essentials Survey</i> ● <i>Staff Performance: % Proficient and Distinguished in each of the four Danielson Framework for Teaching areas</i> <p><u>Internal Process measures:</u></p> <ul style="list-style-type: none"> ● <i>Observational data from evaluations and administrative feedback</i> ● <i>Completion of onboarding meetings each year</i> ● <i>Updated mentoring program</i> ● <i>Feedback from new staff and mentoring program participants</i>
<p><u>Families and Community Partnerships:</u> <i>Foster communication,</i></p>	<p><u>Internal and external Indicators/measures:</u></p> <ul style="list-style-type: none"> ● <i>Families strongly agree or agree in response to 5Essentials Survey</i> ● <i>Family Engagement in decision-making</i> ● <i>Volunteerism</i> ● <i>No. of effective community partnerships</i> ● <i>Community Support and Satisfaction</i>

<p><i>collaboration, trust, and understanding to move all stakeholders to advocacy for student success.</i></p>	<ul style="list-style-type: none"> • <i>Variety of data points and metrics including, but not limited to, website visit statistics, electronic communication view counts, online interactions with all audiences, and audience surveys</i> <p>Internal Process measures:</p> <ul style="list-style-type: none"> • <i>Parent surveys and number of quality connections made between District 59 and external agencies/community organizations</i> • <i>Use and engagement metrics of online resources</i>
<p>Resource Stability and Integrity: Align human, financial, and physical resources to demonstrate fiscal integrity, ensure equity, and achieve the District mission and vision.</p>	<p>Internal and external Indicators/measures:</p> <ul style="list-style-type: none"> • <i>State Rating: Recognition status</i> • <i>Remain compliant with District's Fund Balance Policy</i> • <i>Balanced Budget: Revenues exceed expenditures</i> • <i>Operating Expenditure Per Pupil</i> • <i>Instructional Expenditure Per Pupil</i> • <i>Safe, clean and well-maintained Facilities</i> <p>Internal Process measures:</p> <ul style="list-style-type: none"> • <i>Facilities plan on schedule</i> • <i>Capital plan on schedule</i> • <i>Life-Safety Requirement Met</i> • <i>Equitable financial, facility, and technological resources across classrooms and all schools</i>

Finally, the strategic plan team reviewed the SWOT Analysis from the Data Retreat and the Preferred Future Statement finalized at this meeting to draft strategy statements. Strategies are the critical needs the team identified in this process to identify the work that needs attention for the duration of this new strategic plan. The team determined the needs that would most likely move the District to a higher level of performance. The strategies outlined below were those identified by a majority of table teams. They will also be shared with stakeholders for feedback between now and December 3.

Strategy	Strategy Statement
Readiness/Achievement/Proficiency	We will provide a high-quality curriculum that prepares students for life and establishes, communicates, and achieves end-of-year benchmark expectations and growth for all grade levels.
System of Interventions, Enrichments, Supports, Differentiation	We will close the opportunity gap for all students, including students and sub-group populations identified for additional learning support, through a system of personalized learning to enable differentiation with intervention and enrichment support.
Student, Staff, and Parent Agency, Engagement, and Recognition	We will improve student, staff, and family agency through opportunities for engagement, empowerment, voice, choice, and shared accountability for learning.
Birth to Grade 1 Early Learning	We will examine early learning (birth-five) programs, services, and resources in order to meet the needs of students who enter school not meeting readiness expectations.
Curriculum Clarity and Aligned Assessments	We will continue our efforts to design and use a feedback assessment system to assist students, staff, and families identify and understand what each student knows, what they need to learn, and how to explore their further interests and needs to give real life application to learning.

Well-being, social, emotional, and health needs of students and staff	We will explore, identify, and provide opportunities to support social, emotional, and health needs in order to improve student, staff, and family well-being.
Partnerships with the Community. Exchange of human, financial, and learning opportunity resources	We will identify community partnerships with local agencies, businesses, and organizations to provide students and staff with experiences to further career awareness, service-learning projects, and understandings of workplace competencies.
Equity across schools of access, resources, staffing, facility space, schedules, and time	We will assess equity across the district as defined by the Every Student Succeeds Act and identify actions to ensure students have equity in access to curriculum, resources, staffing, facility space, schedules and time.
Data collection, analysis, progress monitoring and reporting	We will develop and implement a data system that provides all stakeholders with the opportunity to understand, analyze, and interact with the indicators, measures and targets of the strategic plan goals and strategies that define district and school performance.
Internal and external two-way communication and collaboration	We will maintain and implement tools and strategies that effectively connect with all audiences to improve two-way internal and external communication and collaboration to share and receive information and increase public awareness and perception of the district.

Note: Editing of strategies by Ben Grey

The following will be the draft of the plan shared with stakeholders. It contains mission, vision, core values, goals and strategies.



OUR MISSION

WHY WE EXIST

Preparing students to be successful for life.

OUR VALUES

WHAT WE STAND FOR

- Whole Child
- Growth, Ownership, Continuous Improvement
- Communication and Collaboration
- Diversity and Equity
- Partnerships and Stewardship

OUR VISION

WHERE WE ARE HEADED

CCSD59 will ignite a passion for learning through an environment that:

- Encourages social emotional well-being
- Provides a readiness for college, career, and life success
- Inspires curiosity and innovation
- Fosters agency, communication, and a collaborative spirit
- Unites stakeholders in sharing responsibility and accountability for individual and system continuous improvement

PREPARING STUDENTS TO BE SUCCESSFUL FOR LIFE

CCSD59 will empower students to take ownership of their learning experiences and gain knowledge through engaging, activities. Learning outcomes skills necessary to *equip students with these thrive in a modern world.*



OUR GOALS AND STRATEGIES

WHAT WE WILL ACHIEVE

WHAT IS OUR PRIORITY WORK

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	Inclusive Learning Environment	High-Quality Staff	Families and Community Partnerships	Resource Stability and Integrity
<i>Promote student growth and achievement to prepare students to be successful for life.</i>	<i>Educate the "whole" child by providing an engaging, personalized, nurturing environment to meet each student's interests and needs.</i>	<i>Attract, hire, nurture, supervise, and retain high-quality, culturally diverse staff.</i>	<i>Foster communication, collaboration, trust, and understanding to move all stakeholders to advocacy for student success</i>	<i>Make effective and efficient use of resources to ensure the educational success of our students.</i>
Key Performance Indicators <ul style="list-style-type: none"> • Growth Targets in Reading and Math • Proficiency Targets in Reading and Math • District Learning Outcomes • Readiness: K, middle, high • Achievement Gaps Close 	Key Performance Indicators <ul style="list-style-type: none"> • Student Attendance • Student Satisfaction • Student Engagement • Social and Emotional Learning • Success of Interventions • Co-curricular activities 	Key Performance Indicators <ul style="list-style-type: none"> • Staff Satisfaction • Retention • Certification • Diversity • Continued Learning • Performance 	Key Performance Indicators <ul style="list-style-type: none"> • Family Satisfaction • Family Engagement • Volunteerism • No. of Community Partners • Service Learning, Career Awareness Opportunities 	Key Performance Indicators <ul style="list-style-type: none"> • Recognition Status • Financial Profile • Instructional Costs per pupil • Cleanliness • Safety and Security • Technology
Goal One Strategies	Goal Two Strategies	Goal Three Strategies	Goal Four Strategies	Goal Five Strategies
<i>Readiness/Achievement/Proficiency</i> <i>Birth to Grade 1 Early Learning</i> <i>Curriculum Clarity and Aligned Assessments</i>	<i>System of Interventions, Enrichments, Supports, Differentiation</i> <i>Well-being, social, emotional, and health needs of students and staff</i>	<i>Student, Staff, and Parent Agency, Engagement, and Recognition</i> <i>Internal and external two-way communication and collaboration</i> <i>Data collection, analysis, progress monitoring and reporting</i>	<i>Partnerships with the Community. Exchange of human, financial, and learning opportunity resources</i>	<i>Equity across schools of access, resources, staffing, facility space, schedules, and time</i>