



Strategic Plan Development: VISION RETREAT



Welcome & Introduction

S





Goal for Today

Define a PREFERRED FUTURE to move the district to an even higher level of performance and guide the actions and behaviors of the district as it works to achieve that future

- Reflect on stakeholder feedback to revise our SWOT analysis from the Data Retreat
- Discuss homework investigations to identify practices and ideas to inform a preferred future for the district
- Define the district's preferred future, including mission, vision, core values, and portraits for students, staff, parents, and the system.

Continuous Improvement Foundations



MISSION



VISION



VALUES



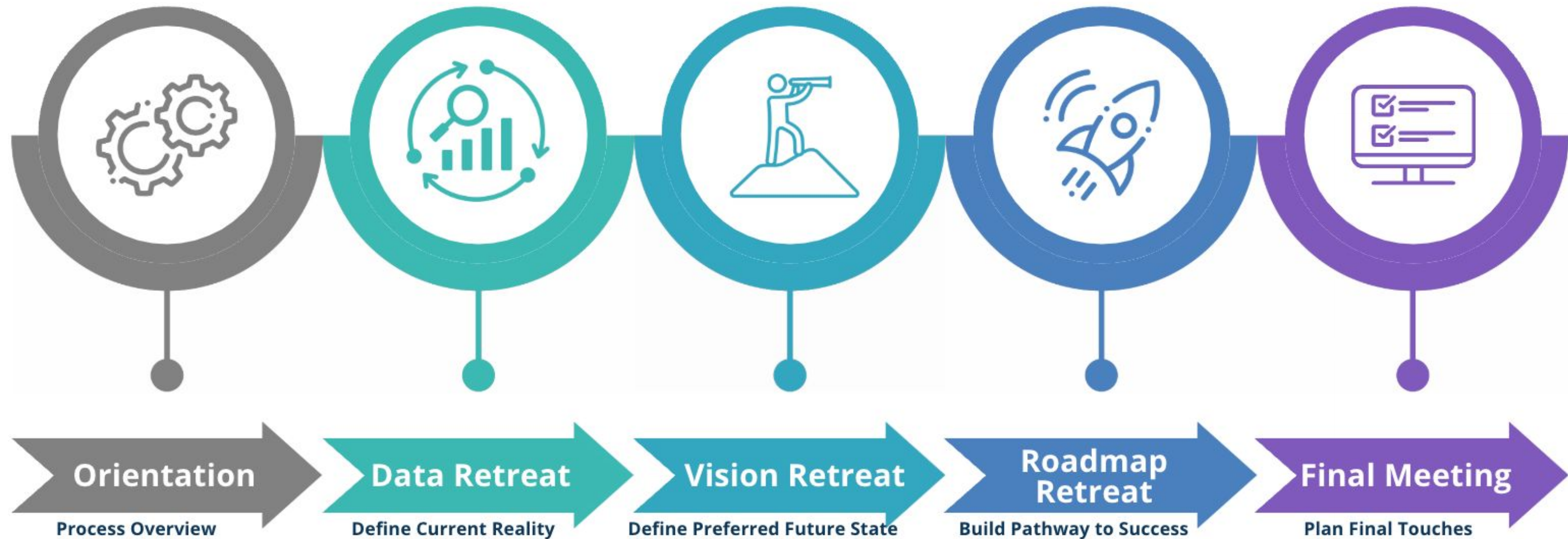
GOALS





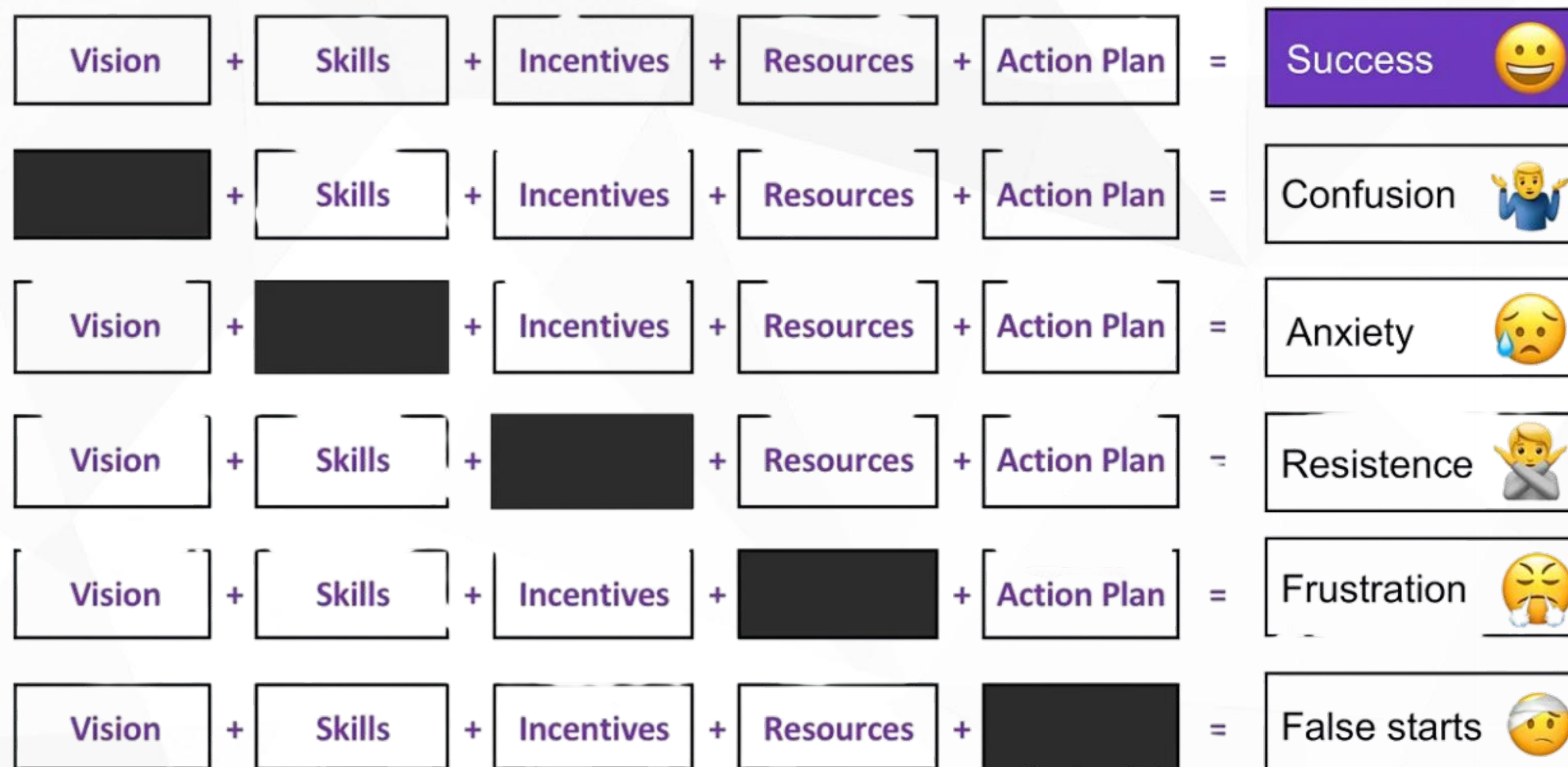
CEC's Strategic Planning Process

Elevating District Performance: A Strategic Framework for Success





Managing Complex Change



The Managing Complex Change model was created by Dr. Mary Lippitt (1987).



“

If schools are not imagining a different future, they will amplify their efforts to do what they have always done.

Grant Lichtman

[#EdJourney: A Roadmap to the Future of Education](#)

”



Activity 1:

Review Stakeholder Feedback



Understand the feedback collection process



Understand how the feedback report was constructed



Review and recommend tweaks





Original Table Group SWOT Responses

| D113 SWOT ANALYSIS BREAKDOWN BY TABLE GROUP | | |
|---|--|---|
| STRENGTHS | | |
| TABLE 1 | TABLE 2 | TABLE 3 |
| Teacher retention Engaged families Student participation in extracurricular activities/athletics Access to resources Graduation rates | Consistent schedule between schools Financial position Opportunities for family engagement Beginning PLC process Eliminating lower-level classes Social Emotional support Teacher-Student Relationships | State benchmarking data Technology/Cybersecurity Community Financial health Extracurriculars for students Teacher retention Kind/welcoming student body Strong student resources Facilities are strong |
| TABLE 4 | TABLE 5 | TABLE 6 |
| Variety of courses Flexible scheduling Connection with students, family Belongingness Love | Above state averages in many categories Student activities opportunities Financial status Staff investment Supportive community Transportation Celebrating diversity TLC, Village, Drop-In, MTSS Spaces Post-Secondary (readiness) | Resources - space flexibility, transportation, financial stability, village access to teachers during the day Lots of student supports (drop in-CBQ, Village, etc.) Consistently outperform state on tests and high graduation rates Our students! Significant gains in math last year for children with disabilities subgroup Operations are positively growing (?) |
| TABLE 7 | TABLE 8 | |
| Leadership open to change/improvement Capital facilities up-to-date to meet current needs Resistance to federal funding AI | Teacher-student relationships Community support Support groups AI Graduating with a seal of biliteracy for marginalized students | |



Consolidated SWOT sent for Stakeholder Feedback

| STRENGTHS | |
|---|--|
| <ul style="list-style-type: none">● Academic Achievement: High graduation rates, state benchmark scores, and significant student gains reflecting strong academic programs● Evolving Student Support System: Comprehensive resources (TLC Village, MTSS) address academic, social-emotional, and resource | |
| WEAKNESSES | |
| <ul style="list-style-type: none">● Equity Gaps: Disparities in achievement, engagement, and resource access, particularly impacting marginalized student subgroups and lacking data clarity on these disparities.● Inconsistent Student Outcomes: Student performance varies significantly across different student groups and learning environments, leading to inequitable | |
| OPPORTUNITIES | |
| <ul style="list-style-type: none">● Aging Infrastructure: Repair and update facilities to support safety and student learning experiences.● Advance Equity and Belonging: Ensure all students thrive through fair grading, expanded access to advanced courses, strong support for English learners, and a welcoming school culture. | |
| THREATS | |
| <ul style="list-style-type: none">● Declining Enrollment: A major and recurring concern impacting funding and overall school stability.● Financial Instability: Uncertainty regarding federal funding, increased costs, and the financial burden of outplaced students pose significant threats.● Social Media and Community Issues: Negative comments, community incidents, and misinformation spread through social media create challenges for the school's reputation and climate.● Technology and AI: Rapid advancements in AI, over-reliance on technology, and its impact on student attention spans present opportunities and threats.● Staffing Challenges: Teacher shortages, burnout, and a lack of qualified candidates with specialized skills (e.g., multilingualism, SEL) are critical concerns.● Political and Legislative Uncertainty: Changes in federal and state policies and the uncertain political landscape create instability.● Security and Safety: Concerns about school safety, including the aftermath of traumatic events and the tension between security and a sense of belonging, remain a priority.● External Pressures: Standardized testing, college application processes, and the impact of private tutoring create external pressures that affect student outcomes. | |



Consolidated SWOT sent for Stakeholder Feedback



CATALYST FOR
EDUCATIONAL
CHANGE

Strategic Planning Feedback Survey

[Township High School District 113](#) has embarked on a strategic planning process that will shape the direction of the school district for the next five years. A strategic plan team that includes students, parents, teachers, staff, community members, and administrators has begun work to create a draft of a plan that will be presented to the Board of Education for its consideration. As part of that process, the district is asking for your feedback to ensure the direction of the strategic plan team is informed by the thoughts and opinions of all stakeholders. Your feedback is critically important to the process.

The survey will be open from **March 5 to March 12** at 5:00 pm. No personal information is collected.



**Consolidated
SWOT sent
for
Stakeholder
Feedback**

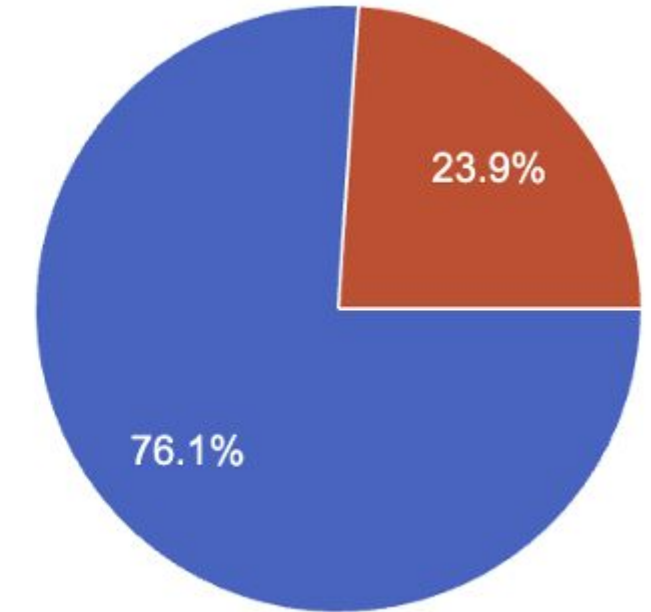
For each category:

1. Can you support the strengths listed?
2. If you select "Yes,"
 - a. Please list any strength **you do not feel** should be included.
 - b. Please list an urgent strength **you would like to see added** to the list.



Survey Data: Validation and Frequency Analysis

| Can you support the strengths listed? | 188 | 100% |
|---------------------------------------|-----|------|
| YES | 143 | 76.1 |
| NO | 45 | 23.9 |



Please list any strength you DO NOT feel should be included.

Ranking by Number of Mentions:

1. Inclusive & Supportive Culture: 19
2. Evolving Student Support System: 13
3. Dedicated Staff: 6
4. Academic Achievement: 3
5. Extracurricular Enrichment: 2

1. Inclusive & Supportive Culture:

• Mentions: 19

- o "Inclusive & supportive culture" - 1
- o "culture of inclusiveness as a student within the larger student minority community" - 1
- o "Dedicated Staff & Inclusive and Supportive Culture" - 1
- o "inclusive and supportive culture" - 1
- o "Inclusion and supportive culture" - 1
- o "Inclusive & supportive culture" - 1
- o "Inclusive and Supportive Culture" - 1
- o "Inclusive and supportive culture - is not felt by all staff nor is felt by all students." - 1
- o "Inclusive and Supportive Culture- I think this is uneven, with some teachers being welcoming and others not so much." - 1



Activity 1:

Review Stakeholder Feedback



**Review the
feedback
and look for
themes**

**Decide:
Add?
Delete?
*Edit?***

**Note all
changes on
one
document**



Activity 1:

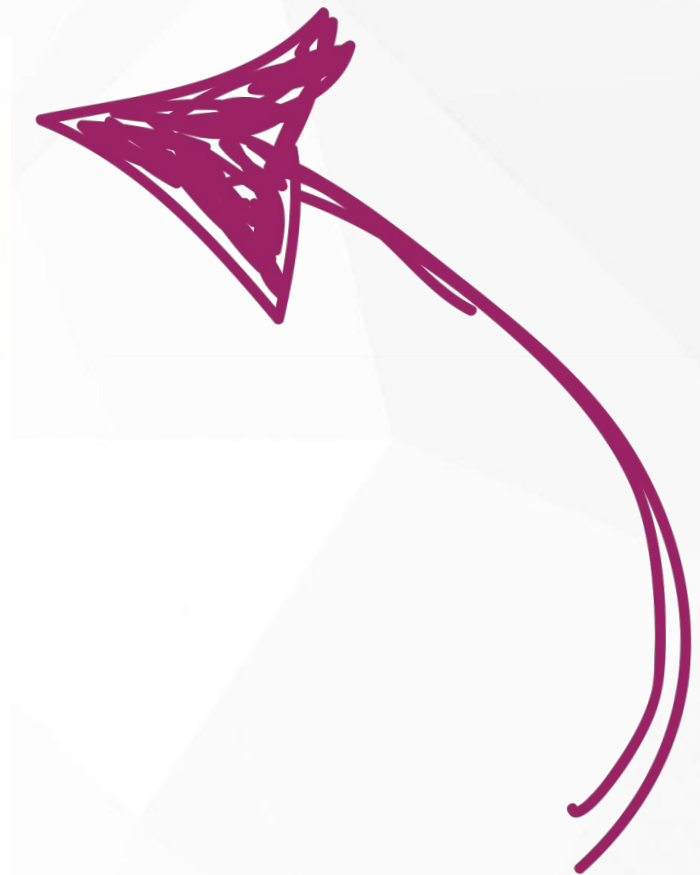
Review Stakeholder Feedback



TABLE # _____

Notetaker
&
Timekeeper

| Township High School District 113 FINAL SWOT ANALYSIS Recommendations | |
|---|--------------------------|
| STRENGTHS | ADDITIONS OR TWEAKS |
| <ul style="list-style-type: none">● Academic Achievement: High graduation rates, state benchmark scores, and significant student gains reflecting strong academic programs● Evolving Student Support System: Comprehensive resources and support to address some students' academic, social-emotional, and resource needs.● Inclusive and Supportive Culture: Welcoming community with positive teacher-student relationships and family connections.● Dedicated Staff: High teacher retention, strong teacher-student relationships, and a commitment to professional development and collaboration.● Strong Community and Resource Base: Stable funding and community support enable access to quality financial, technological, and physical resources.● Extracurricular Enrichment: Diverse opportunities for student engagement in extracurricular activities, athletics, and student-led initiatives. | <p>Add?</p> <p>Edit?</p> |





Future-Focuse

d

How will we look, sound, and feel
differently 5 to 7 years from now?



Future-Focuse

d

Words

Phrases

Sentence



Future-Focuse



d

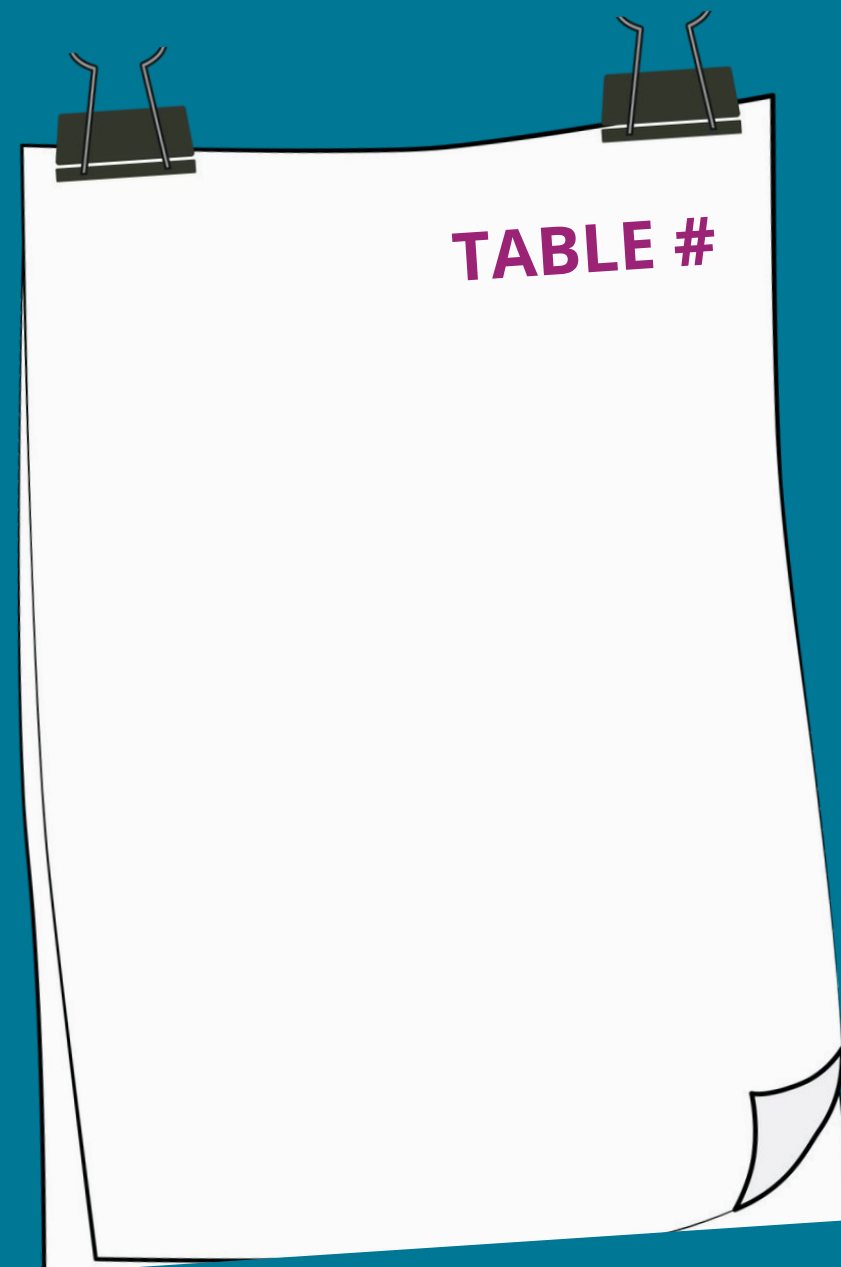


TABLE #

Capture ideas
that resonate
with you.

One idea per
post it!



VIDEO REFLECTION

**Capture ideas
that resonate
with you.**

**One idea per
post it!**

new
normal



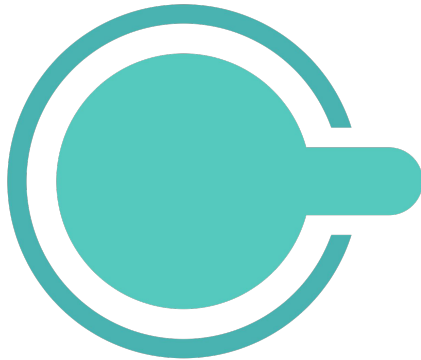
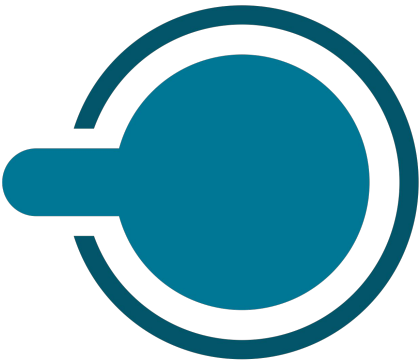


A man with grey hair, wearing a dark suit and a light-colored shirt, is kneeling on the floor. He is looking towards a woman who is standing and leaning over a table. The woman has long brown hair and is wearing a black dress. She is holding a small object in her hands. In the background, there are shelves with various items, including what looks like a blue container and some papers. To the right, there is a tall black metal frame. The floor is covered with a light-colored material, possibly a tarp or a large sheet of paper. In the foreground, there is a small object on the floor, possibly a tool or a part of a machine.

60
MINUTES

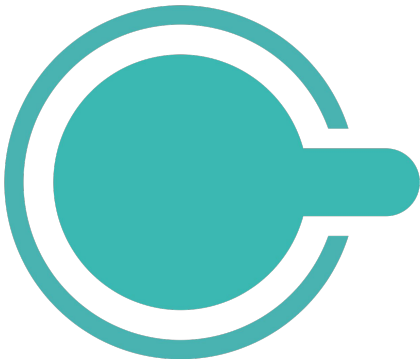
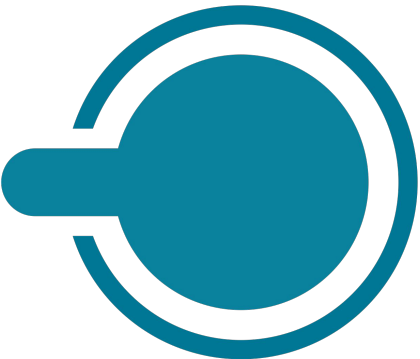


Forward-Looking
Paints a clear future



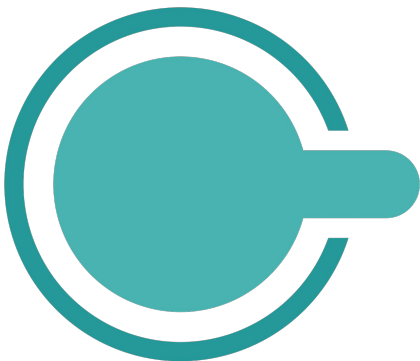
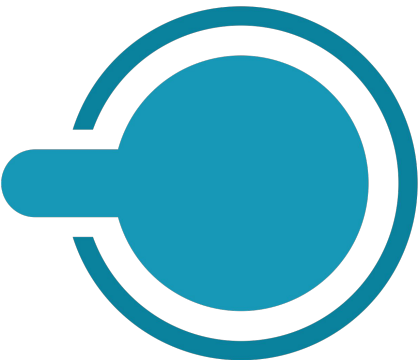
Engaging
Motivates stakeholders

Guiding
Directs goals and strategies



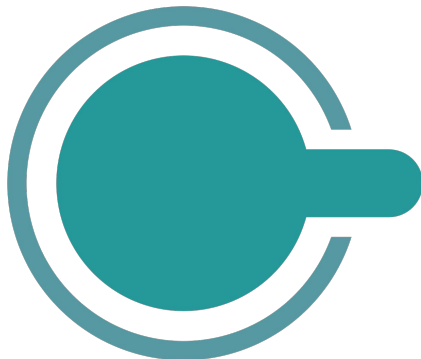
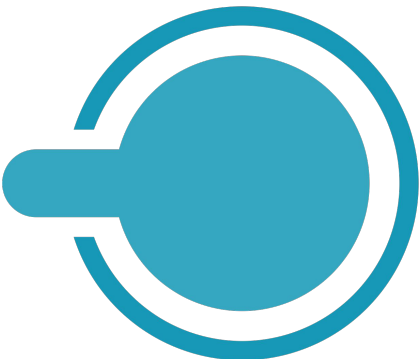
Values-Driven
Reflects core principles

Focused
Shapes clear decisions



Ambitious
Inspires high achievement

Relevant
Addresses current
challenges



Distinctive
Highlights unique value

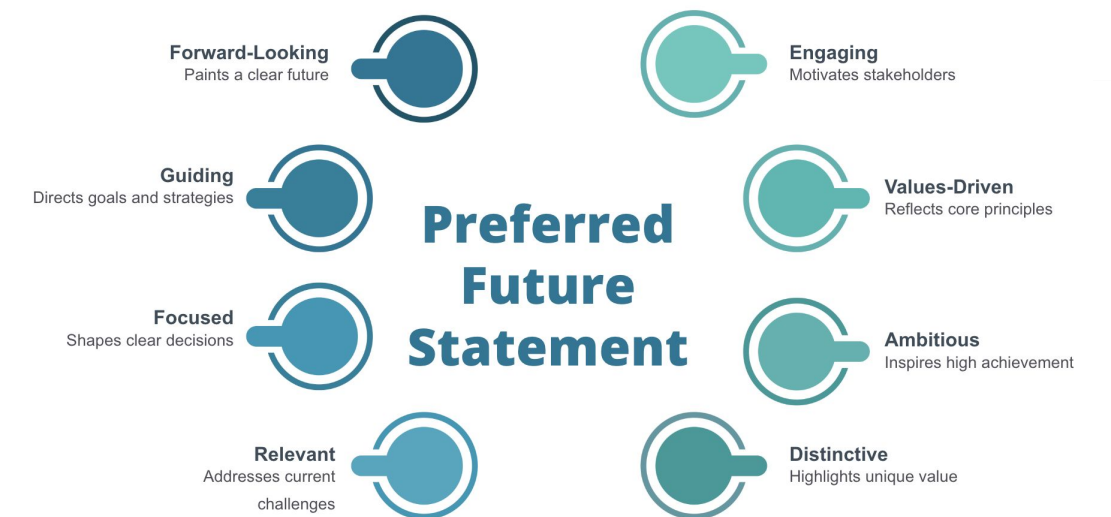
Preferred Future Statement



Preferred Future Statement



- Why is a Preferred Future Statement necessary for a district's strategic plan?
- How might the district use mission, vision, and core values during the implementation of the strategic plan?
- How do the characteristics align with keywords, phrases, and takeaways from your homework assignment?





Activity 2:

Defining Our Preferred Future



**Pre-Work
Exploration
Sharing**

| PRE-RETREAT HOMEWORK | |
|----------------------|---|
| Resource Title | Key Ideas |
| | <p>Reflect on the resource you explored and record the top five takeaways to share with your table</p> <p>3-5 minutes</p> |



Activity 2:

Defining Our Preferred Future



Pre-Work Exploration Sharing

- **Share out and discuss as a table: 15 minutes for each resource**
- **Add any shared ideas to your chart paper**
- **Choose a timekeeper to keep track of time!**



Activity 2:

Defining My Preferred Future



- Reflect on your vision for the district
- Identify hopes, dreams, and inspirations for the district.
- Note each on a different post-it
- Add to your tables' chart paper

**Capture ideas
that resonate
with you.**

**One idea per
post it!**



**The words of
Preferred Future
Statements are not
worth the paper they
are written on unless
people begin to do
things differently.**



Preferred Future Statement

MISSION
Why?

VISION
What?

PORTRAITS
Who?

VALUES
How?





Activity 3:

Defining Our Preferred Future



Review “Building on our Current Mission and Vision Statements” in your handout



Activity 3:

Defining Our Preferred Future



MISSION

| Characteristics | Example |
|--|--|
| Why do we exist? <ul style="list-style-type: none">• Original• Present Tense• Foundational• Staff Connection• Memorable• Put on a T Shirt | Our mission is to organize the world's information to make it universally accessible and useful. |

VISION

| Characteristics | Example |
|---|---|
| Where are we going and Why? <ul style="list-style-type: none">• 5+ Years• Future Tense• Directional• Audacious• Descriptive• We Envision . . . | We envision a world-class school district that empowers all students to thrive in an ever-changing world. |



Activity 3:

Defining Our Preferred Future



MISSION

Township High School District 113 has an unwavering commitment to providing all students opportunities to realize their unique potential through a rigorous and engaging curriculum, meaningful relationships, varied experiences, a positive school culture, and the cultivation of individual passion and resilience.

VISION

Cultivating passion, unlocking potential, inspiring excellence – everyone, everywhere

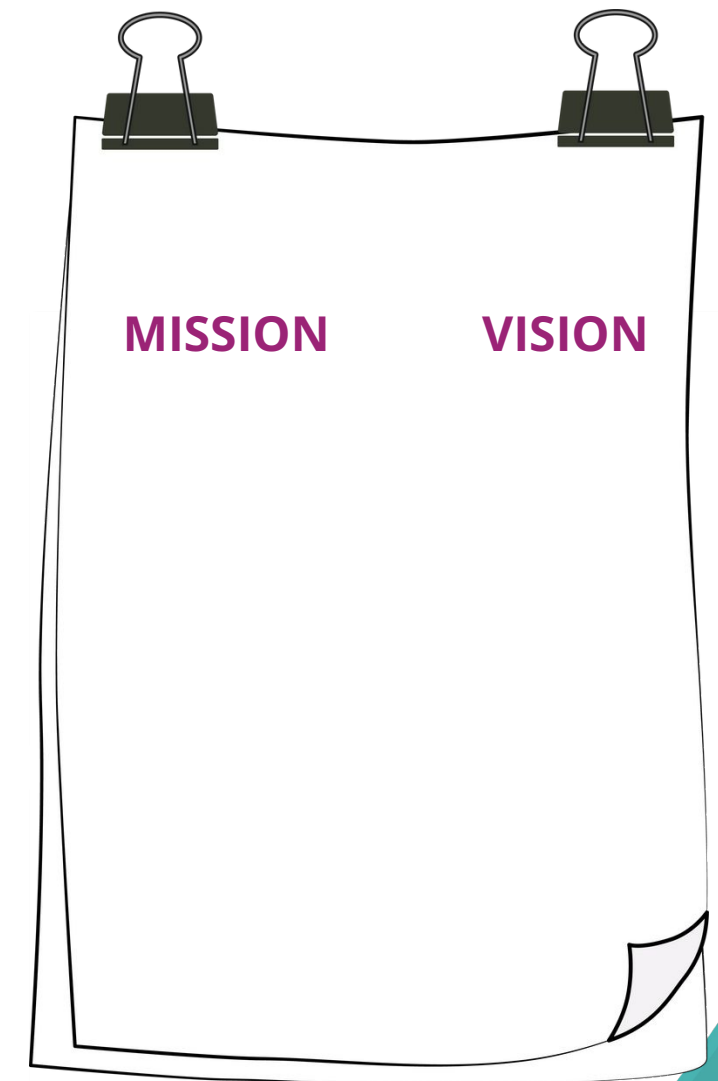


Activity 3:

Defining Our Preferred Future



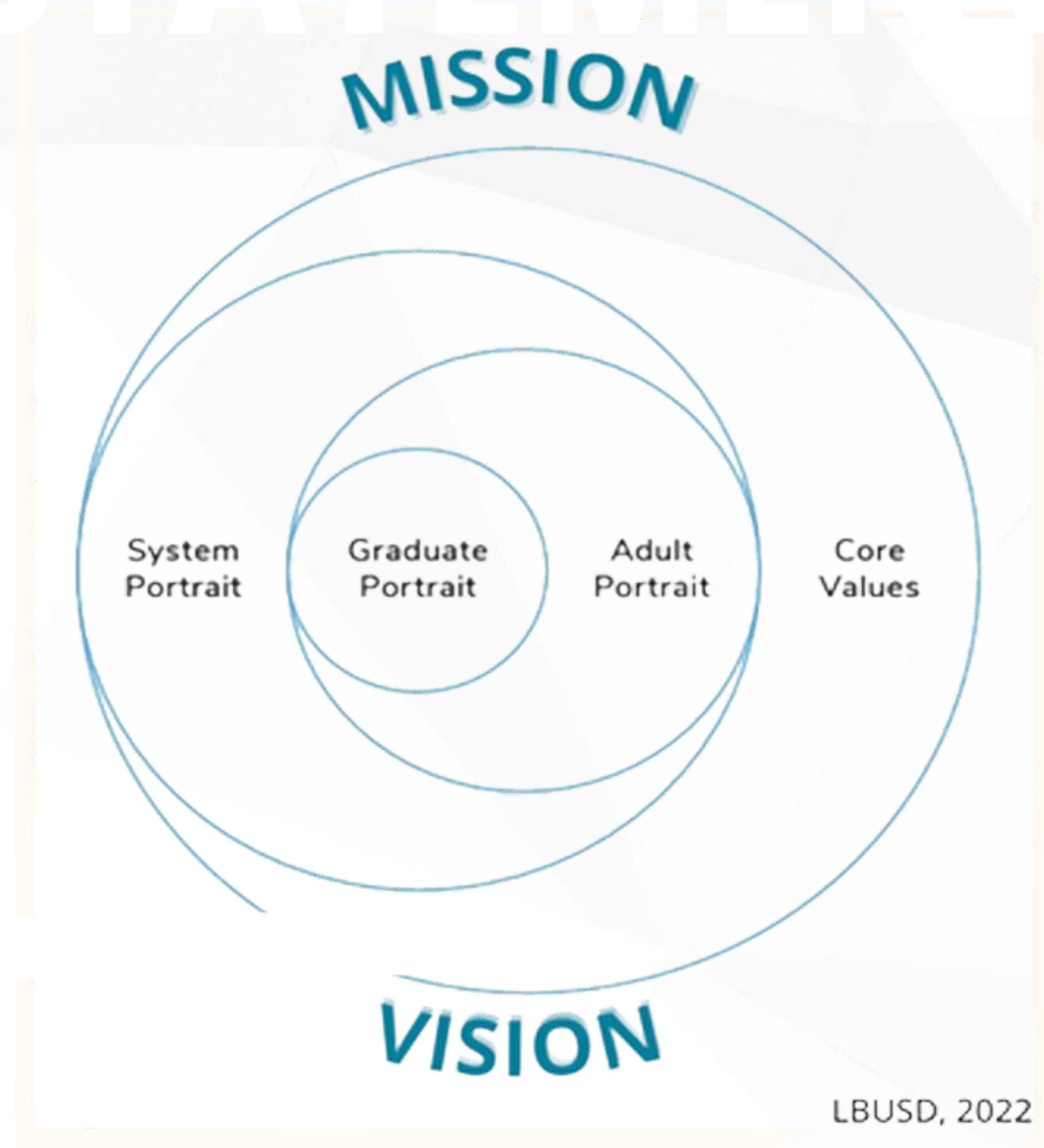
- **Sort your words and phrase post-its into two piles: mission and vision** *(Use your handout if you need help deciding between the two)*
- **Review your current mission and vision statement and determine if any words or phrases should be considered for new statements**
- **Come to consensus and chart your tables' lists**



PREFERRED FUTURE

STATEMENT

Knowledge
Dispositions
Mindsets



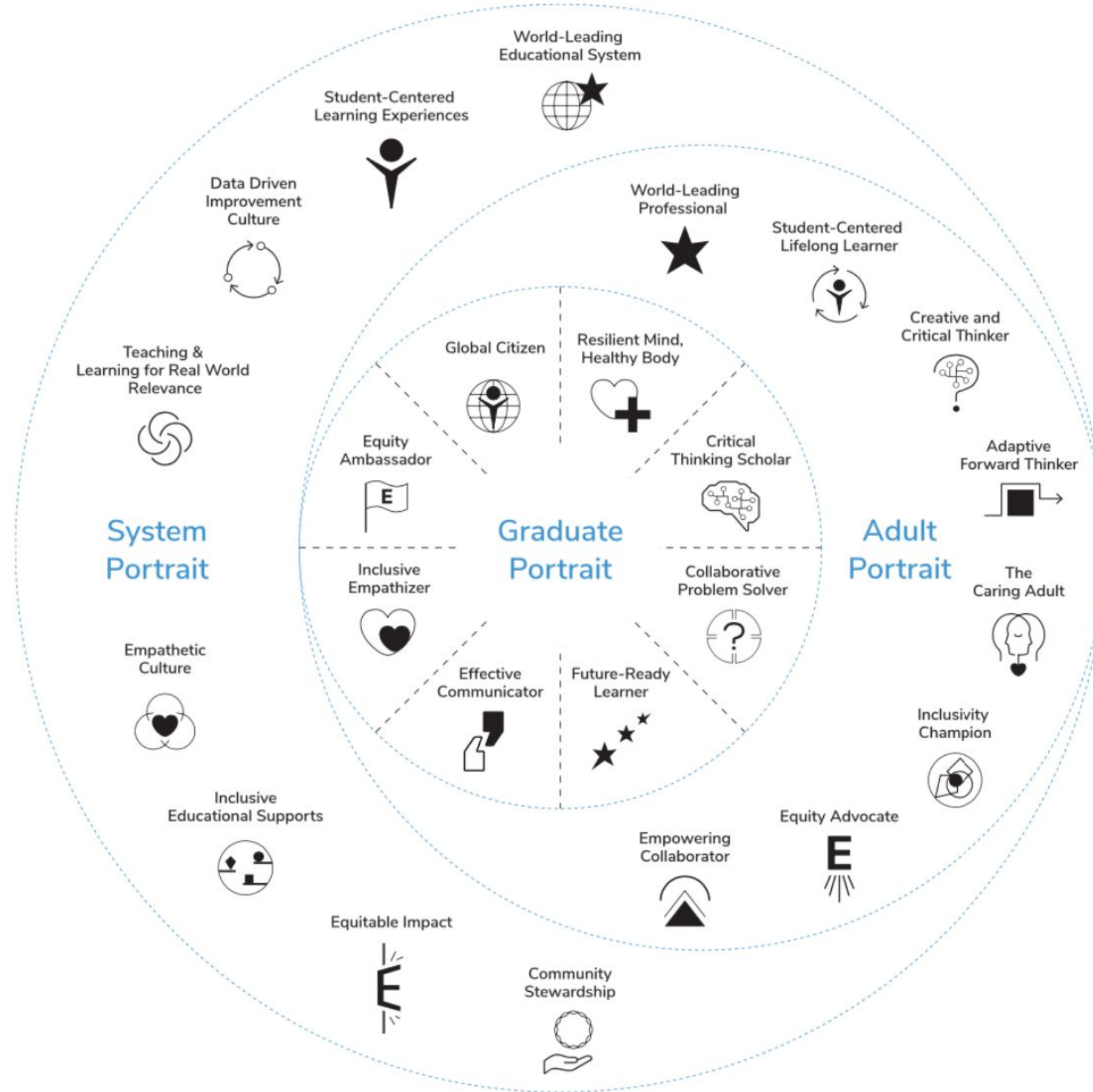
*Guide adults
actions and
decisions*

LBUSD, 2022



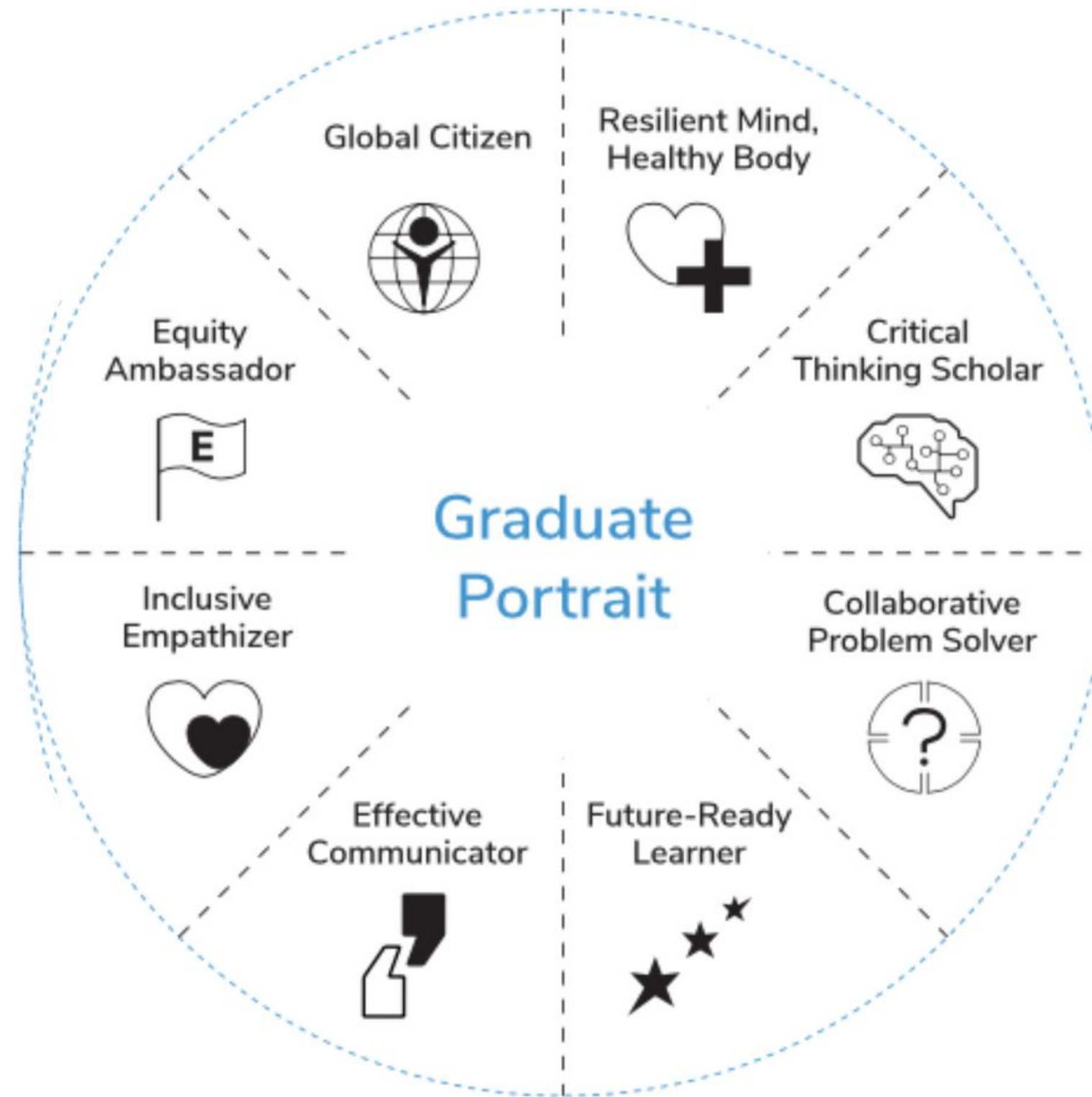


Portraits: Vision of the Future





Portrait of a Graduate





The Graduate Portrait: Driving Our Vision

Outlines community aspirations
for graduates.

Aligns leadership, teaching, and
resources to prepare students for
life and career success.



Activity 4:

Build Graduate Portrait



Individually, circle your top ten characteristics

Choose a recorder to record your tally for each characteristic

Share out and collect your table tally for each characteristic

| PORTRAIT OF A GRADUATE OPTIONS | | | | |
|--|---|--|---|---|
| Personal & Ethical Development | Cognitive & Creative Skills | Technological & Digital Fluency | Interpersonal & Collaborative Skills | Global & Civic Engagement |
| Self-Awareness & Resilience | Critical Thinking & Problem-Solving | Digital Literacy & Cybersecurity | Communication & Collaboration (Digital & In-Person) | Global Citizenship & Cultural Competence |
| Ethical Decision-Making & Integrity | Creative Thinking & Innovation | Data Literacy & Analysis | Empathy & Active Listening | Civic Engagement & Advocacy |
| Mental & Emotional Well-Being | Information Literacy & Media Evaluation | AI & Emerging Tech Awareness | Conflict Resolution & Negotiation | Sustainability & Environmental Stewardship |
| Growth Mindset & Adaptability | Systems Thinking & Interdisciplinary Learning | Digital Content Creation & Design | Team Leadership & Influence | Social Justice & Equity Awareness |
| Personal Responsibility & Accountability | Computational Thinking & Coding Basics | Adaptive Technology Use & Learning Agility | Networking & Relationship Building (Online & Offline) | Intercultural Communication & Understanding |
| My recommendation | | | | |

ation



Choose a recorder to record your tally for each characteristic

Share out and collect your table tally for each characteristic

| Portrait of an Adult Options | | | | |
|--|---------------------------------------|---|--------------------------------------|------------------------------|
| Personal & Ethical Leadership | Instructional & Pedagogical Expertise | Technological & Data-Driven Proficiency | Collaborative & Community Engagement | Equity & Inclusive Practices |
| Ethical Leadership & Integrity | Personal & Diff | Data Analysis & | Effective | |
| Resilience & Adaptability | Innovat | | | |
| Self-Awareness & Continuous Improvement | Assess | | | |
| Emotional Intelligence & Empathy | Me | | | |
| Professional Responsibility & Accountability | Con | | | |

| Portrait of a Family Options | | | | |
|--|-----------------------------------|------------------------------|-----------------------------|---------------------------------|
| Student Advocacy & Support | Active Engagement & Collaboration | Learning Environment at Home | Communication & Partnership | Community & Cultural Connection |
| Empowering Student Voice & Agency | Collaborative Goal | | Open & Transparent | Cultural |
| Promoting Student Well-being & Resilience | Part | | | |
| Advocating for Student Needs & Success | Shared | | | |
| Supporting Student Academic Growth & Development | Active | | | |
| Fostering Student Self-Advocacy Skills | Part | | | |
| | | | | |
| | | | | |

| Portrait of a System Options | | | | |
|--|--|---|---|---|
| Culture of Innovation & Agility | Data-Driven & Personalized Learning | Collaborative & Inclusive Partnerships | Equity & Holistic Well-being | Ethical & Future-Focused Leadership |
| Adaptive Capacity & Systemic Resilience | Personalized Learning Pathways & Mastery-Based Progression | Family & Community Engagement Ecosystem | Social-Emotional Learning Integration & Support | Ethical Governance & Transparency |
| Strategic Agility & Continuous Improvement | Data Analytics for Instructional Decision-Making | Collaborative Professional Learning Communities | Inclusive & Accessible Learning Environments | Future-Ready Curriculum & Pedagogy |
| Culture of Innovation & Experimentation | Digital Learning Ecosystem & Technology Integration | Community Partnerships & Resource Alignment | Student-Centered Well-being & Mental Health Support | Sustainable Resource Management & Environmental Stewardship |
| Distributed Leadership & Empowerment | Student Data & Progress Monitoring Systems | Shared Leadership & Distributed Decision-Making | Equitable Resource Allocation & Opportunity Access | Visionary Strategic Planning & Foresight |
| Proactive Problem-Solving & Systems Thinking | Evidence-Based Practices & Research Utilization | Intercultural Competence & Global Connections | Culturally Responsive Pedagogy & Practices | Community Stewardship & Civic Engagement |
| | | | | |

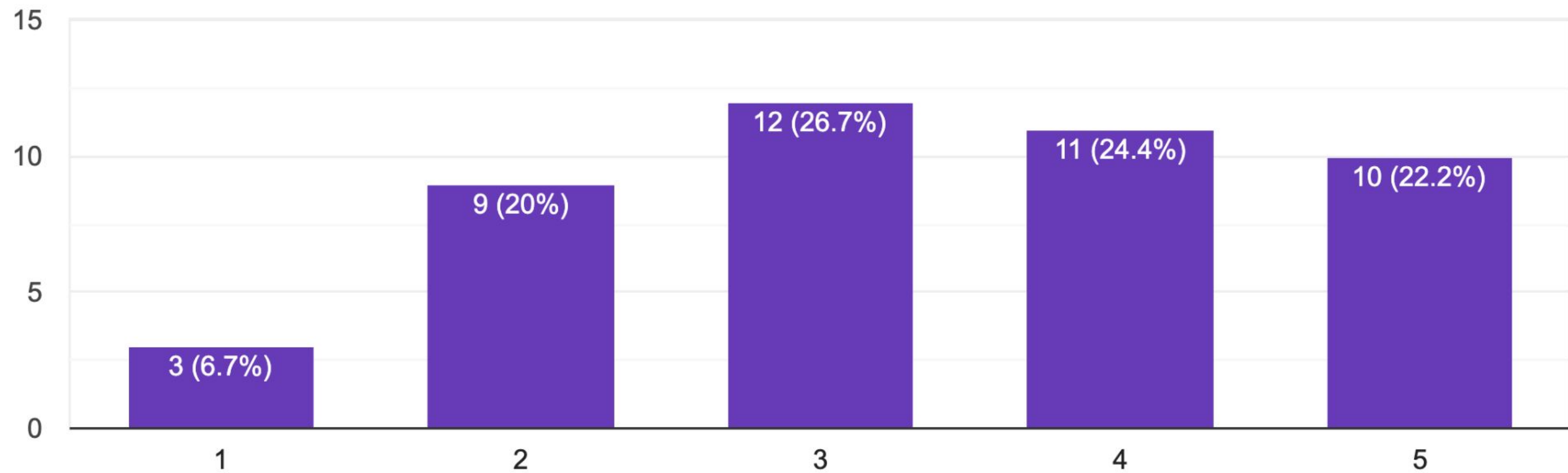


[Portraits](#)

[Mission & Vision](#)

"To empower students through dynamic, student-centered learning, fostering growth, communication, and future readiness."

45 responses





Activity 4:

Mission/Vision Vote!



**As you go to
break, review the
draft mission and
vision statements**

**Choose your top
three by placing
one dot next to
your choices**



Activity 4:

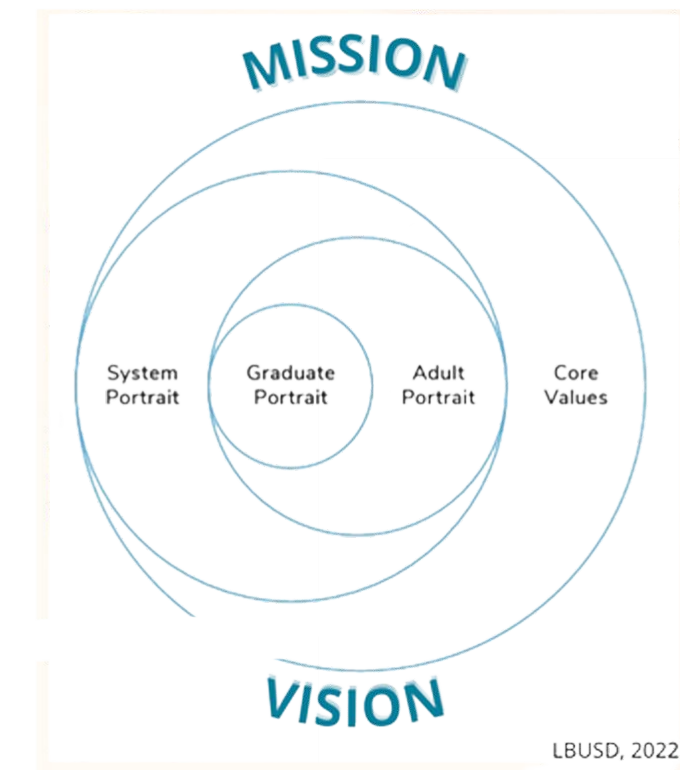
Build Core Values

Core values are values which support an organization's vision, reflect its true values, and shape its culture. **Your core values define your organization's beliefs, principles, and the philosophy behind the values.**

Limit your core values to five to seven. Beyond that, it becomes difficult for your employees to remember them.



Knowledge
Dispositions
Mindsets



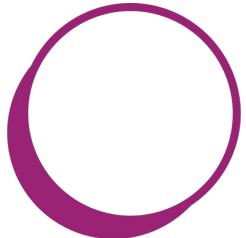
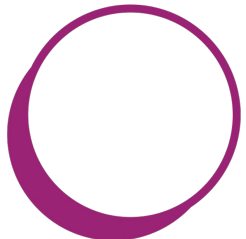

*Guide adults
actions and
decisions*



Activity 4:

Build Core Values



-  Review your mission, vision, and portraits to identify any common themes
-  Discuss as a table any values that span portraits and may be found in your mission and/or vision
-  Document your table recommendations

Continuous Improvement Foundations



MISSION



VISION



VALUES



GOALS



NEXT

Strategic Plan Website

Our progress will be thoroughly documented and made accessible to team members and stakeholders throughout the process.



STEPS

DATA RETREAT



AGENDA

Click on the icon above to view the agenda for the Orientation Meeting on August 20th



TABLE ASSIGNMENTS

Click on the icon above to view table & article assignments for the orientation meeting.



SELECTED ARTICLES

Click on the icon above to view the three articles assigned for the orientation meeting.



PARTICIPANT HANDOUT

Click on the icon above to view the participant handout for the orientation meeting

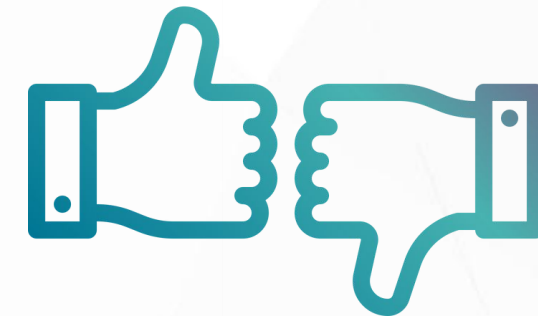
NEXT

STEPS

Stakeholder Feedback Data

Stakeholders will be surveyed on each deliverable developed by this team:

- **Did we get it right?**
- **What would you add, remove, edit?**



NEXT

STEPS

**Next
Meeting
Date**

**Friday, April 11
9:00 am - 3:00 pm**





Final thoughts and reflections on the day



Thank you!



Catalyst for Educational Change

www.cecweb.org

