CONSORTIUM FOR EDUCATIONAL CHANGE
cecweb.org

Strategic Planning
Vision Retreat

Welcome
Superintendent Steve Olson

Who are we and what are we here to do?

CONSORTIUM FOR EDUCATIONAL CHANGE

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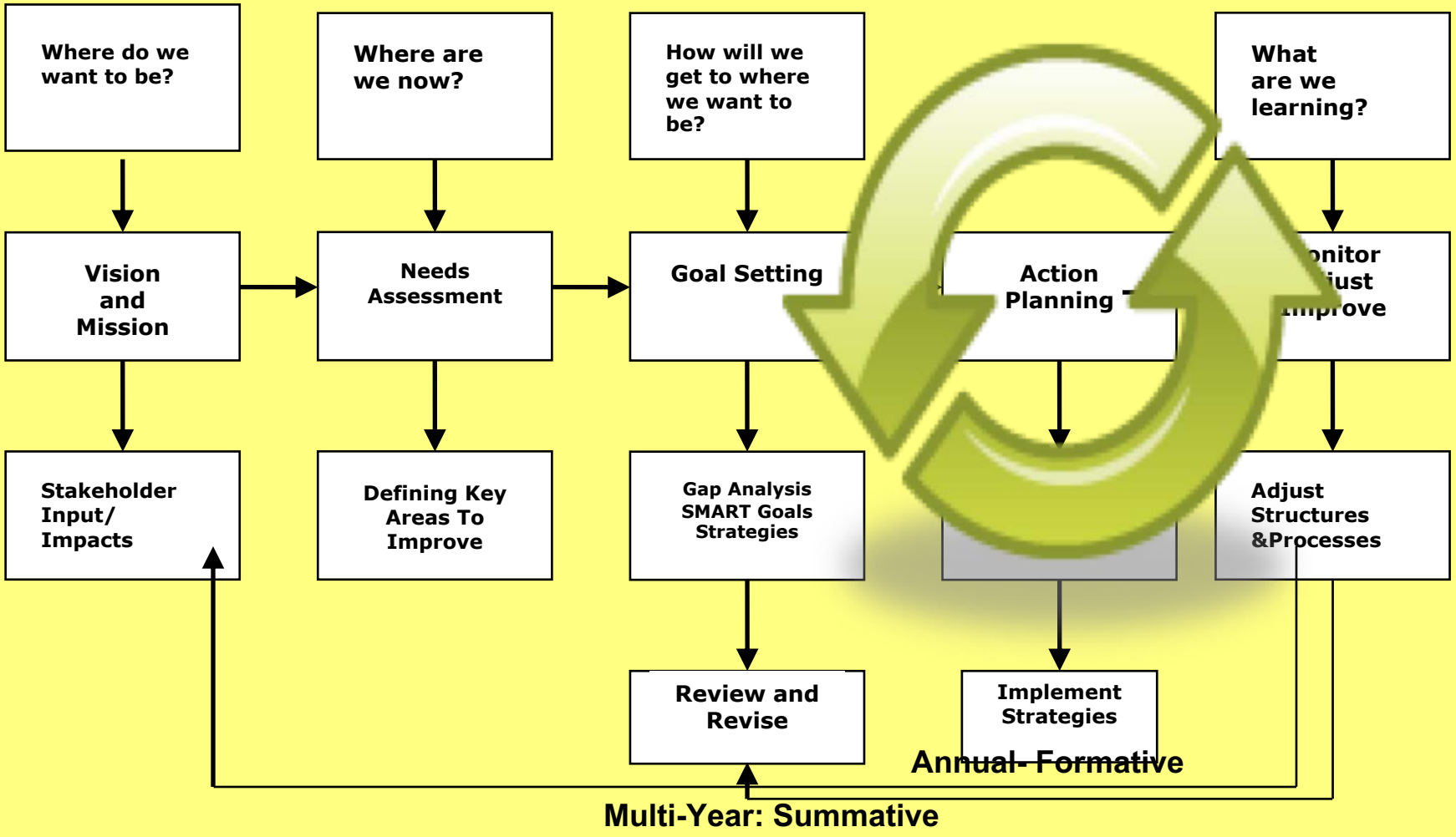
FOUNDATION OF CONTINUOUS IMPROVEMENT	
Pillars	**Guiding Question**
MISSION	***What is our fundamental purpose; why do we exist?***
VISION	***What must we become in order to accomplish our fundamental purpose?***
GOALS	***How will we know if we are making a difference?***
VALUES	***How must we behave to achieve our mission, vision and goals?***

Strategic Planning Process



It is good to have an end to journey toward;

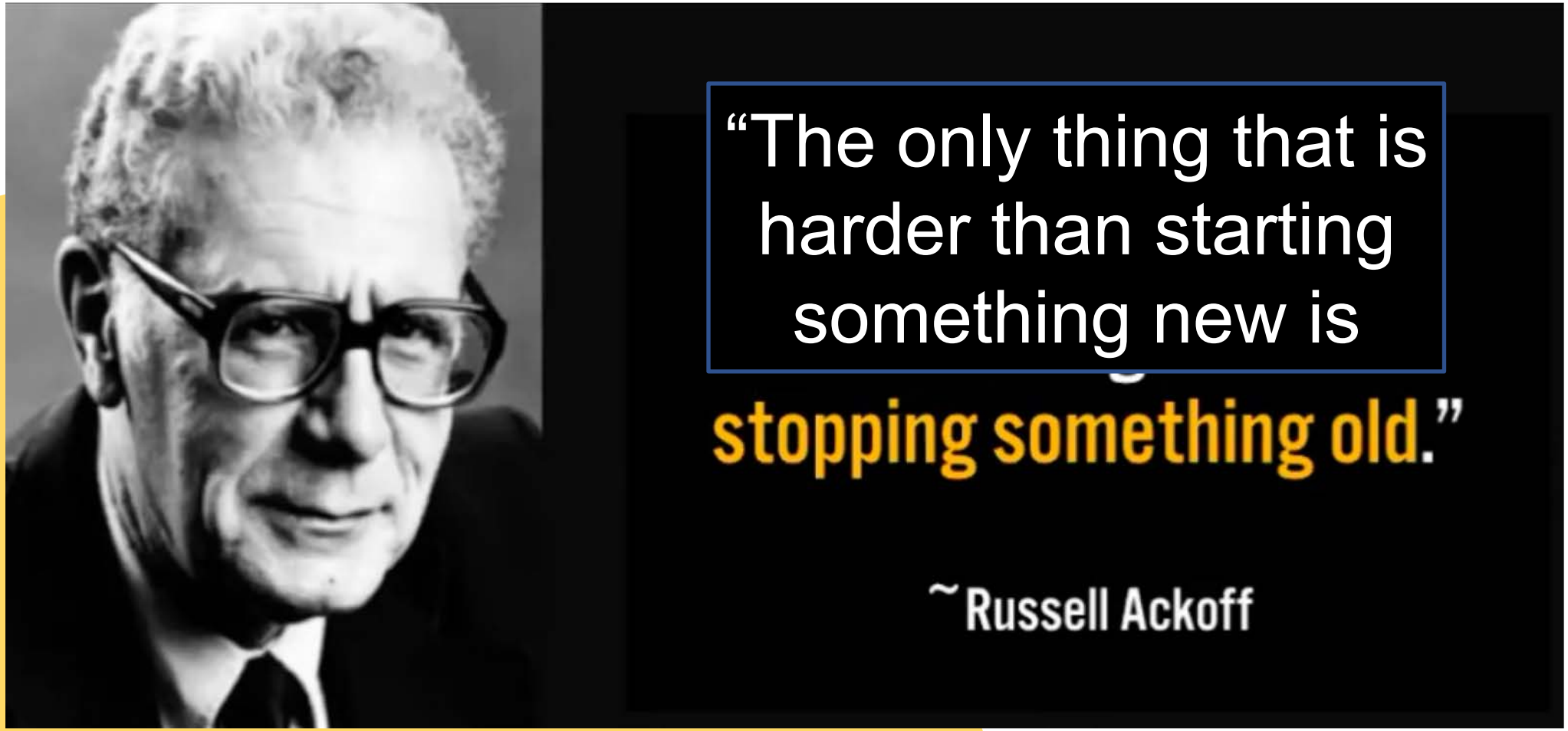
but it is the journey that matters in the end.

Ursula K. LeGuin 1999

CONTINUOUS IMPROVEMENT

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

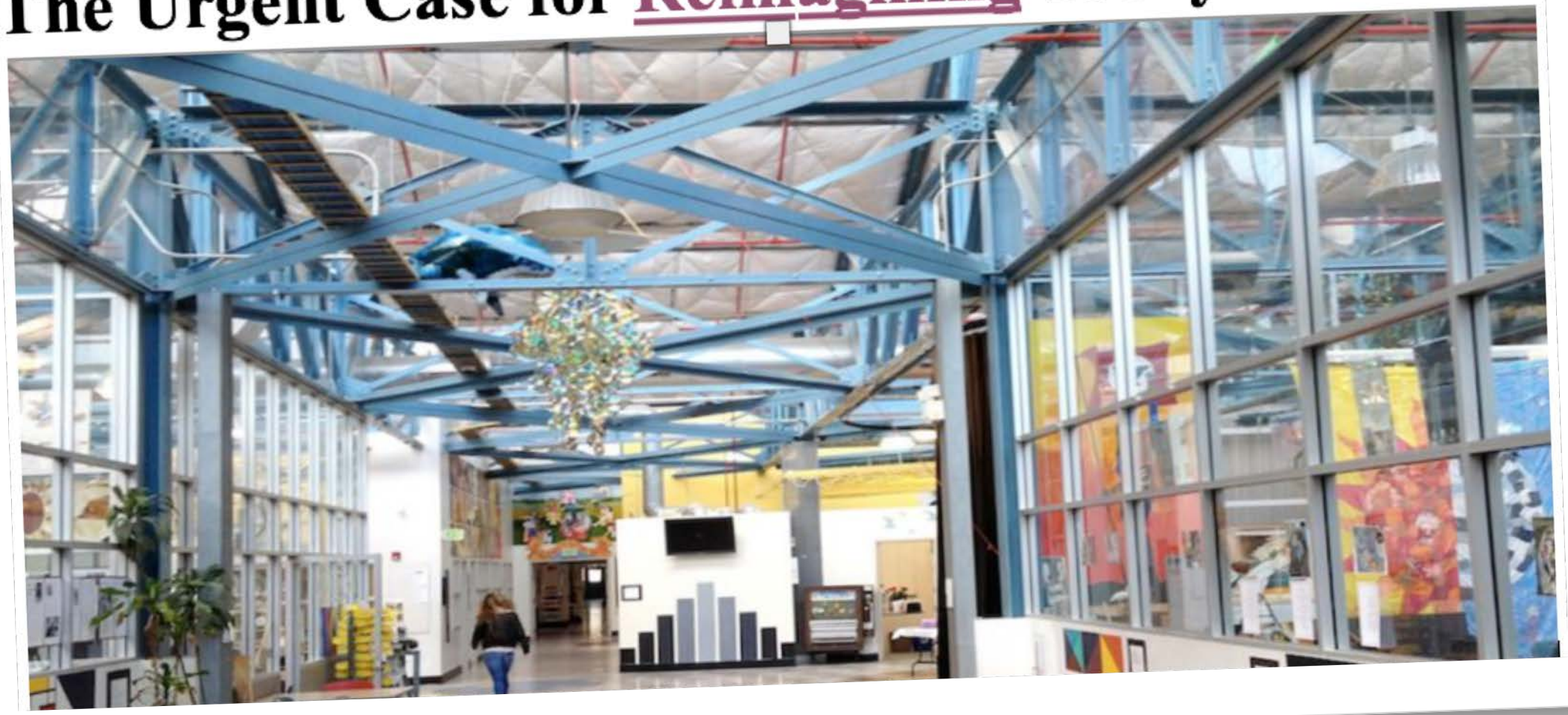
-Grant Lichtman, *#EdJourney: A Roadmap to the Future of Education*


"The only thing that is harder than starting something new is
stopping something old."
~Russell Ackoff

“Where schools get in trouble is by not knowing what they believe, not articulating what they believe, and not standing by what they believe.”

—Gary Stager

The Urgent Case for Reimagining Today's Schools



COMMON VOCABULARY

The FOUR Pillars of a Strategic Plan

Mission

Who we are? Why do we exist?

Vision

What must we become?

Values

How must we behave?

Goals and Objectives

How we gauge our success?

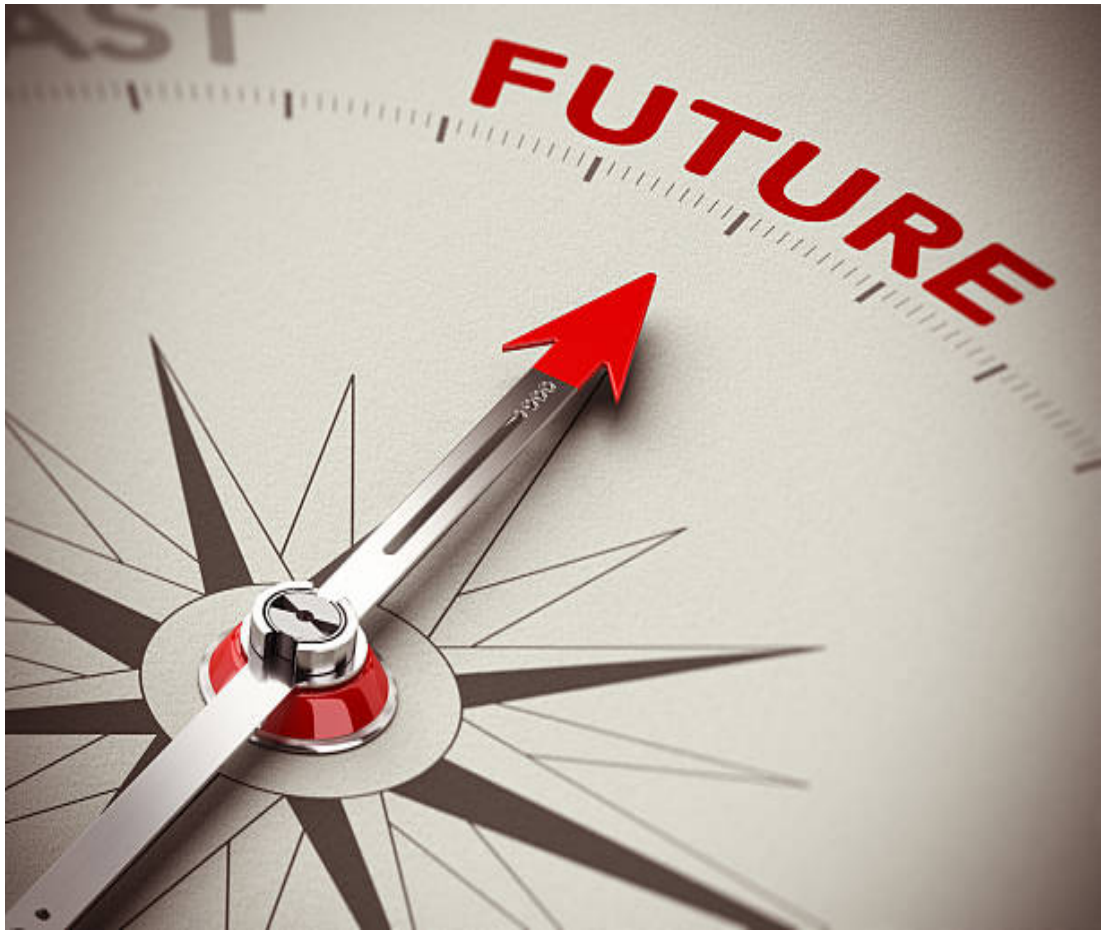
Definitions

Connections

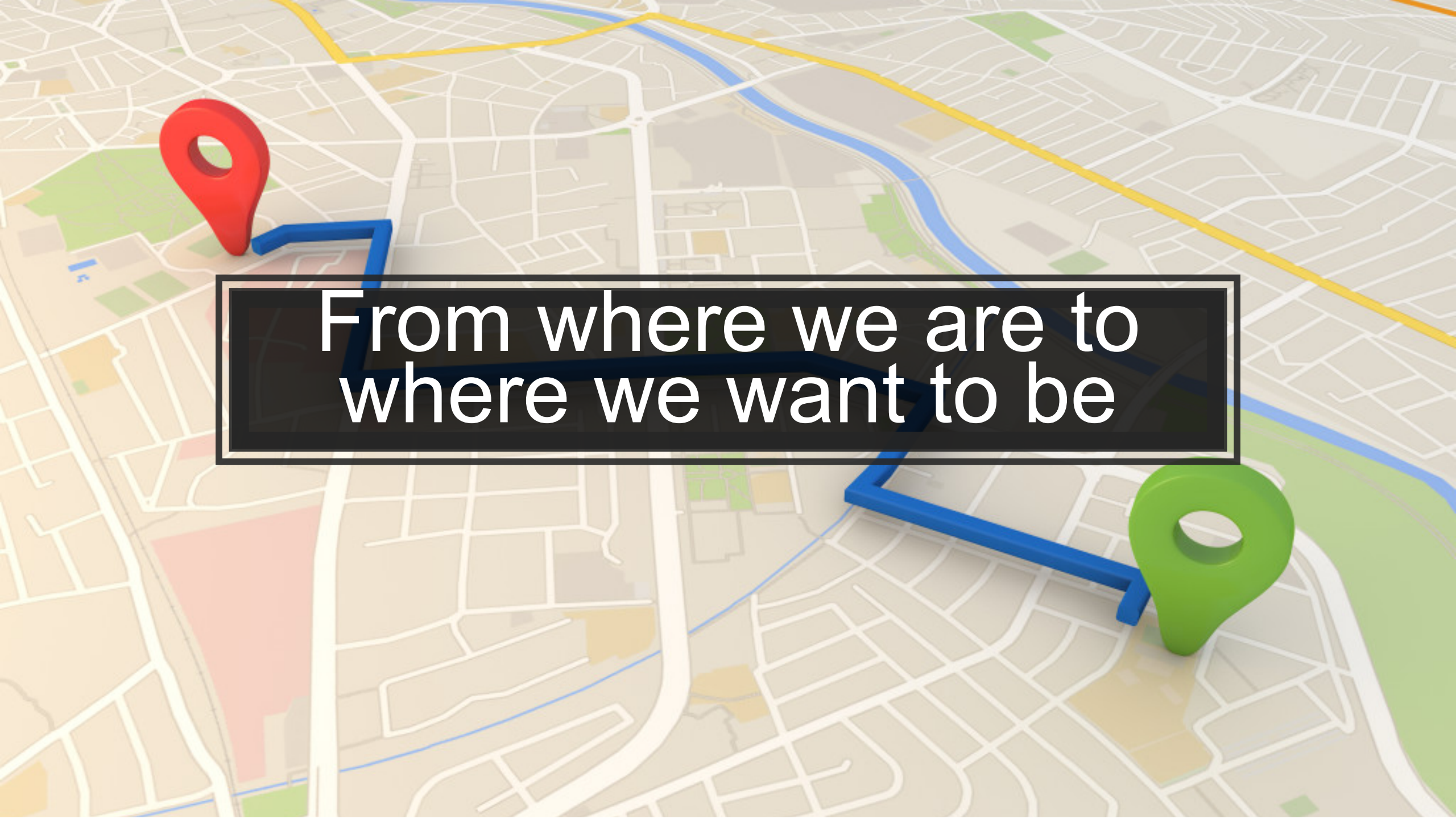
Criteria for Success

Strategic Plan Foundational Questions:

1. What business are we in and why?
   Mission, Vision, and Core Values
2. Where are we going?
   Long-Range Goals
3. What are the key issues that are urgent to address?
   Strategy
4. How will we know we are growing and improving?
   Key Indicators, measures, and targets



VISION
MISSION


From where we are to
where we want to be

MISSION
VISION

From where we are to where we want to be

CORE VALUES

Beliefs that guide our behaviors and actions

Author, Grant Wiggins, defines a school's mission statement and vision statement as:

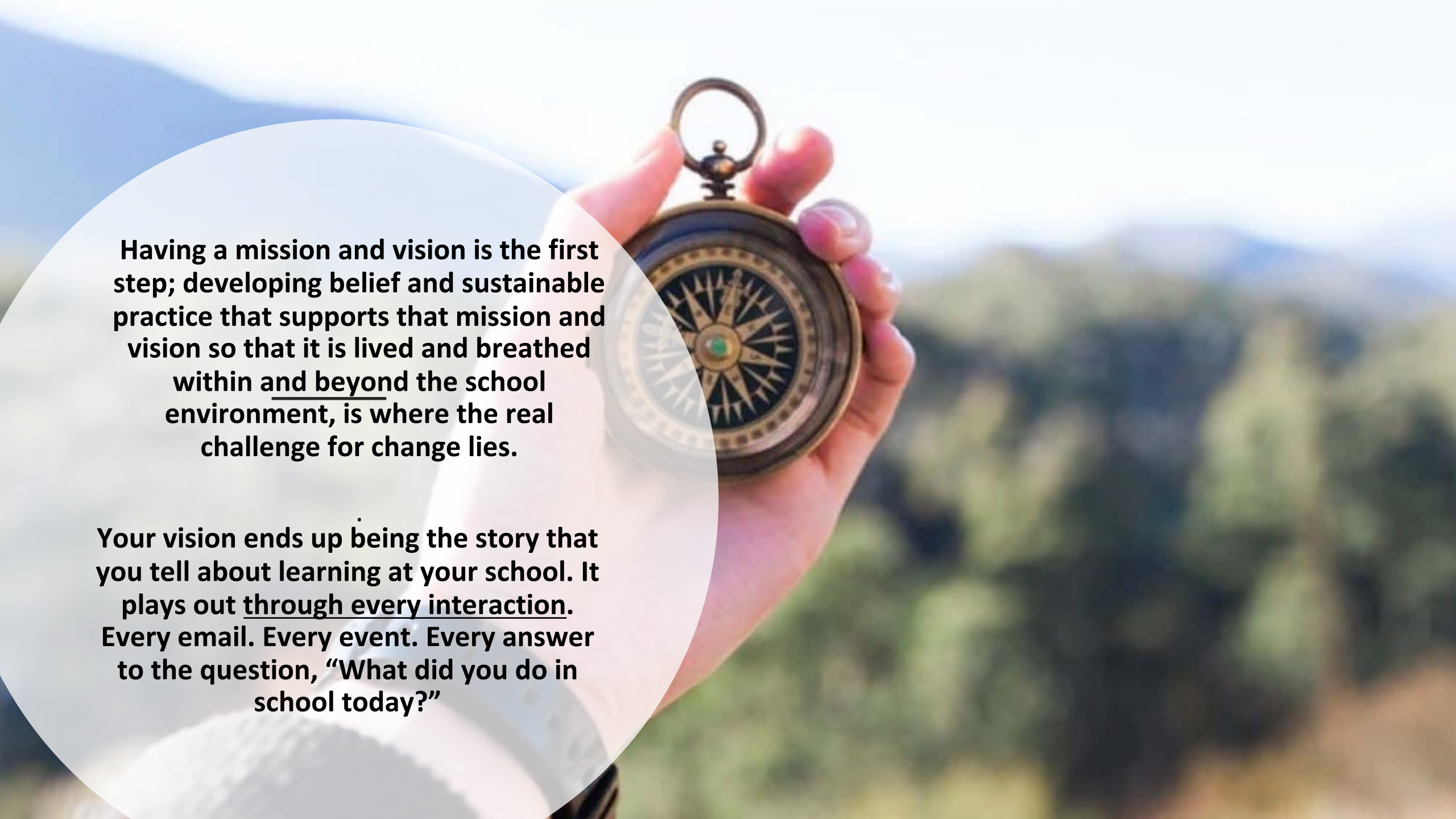
*What any valid **mission statement** should do is **summarize what an education is meant to help the learner achieve over the long haul, in and beyond school. It should summarize the worthy student accomplishments we are dedicated to causing over time outside our individual classrooms above all else.***

*A **vision** is what we would see if our goals were achieved. A vision is an essential component in **turning an inherently abstract mission statement into concrete policy and practice. In other words, a vision is not a hopelessly idealistic dream of a world that will never be, but a picture of the world we seek to build--the equivalent of an architect's blueprint or an athlete's mental image of the upcoming performance.***

VISION RETREAT OUTCOMES

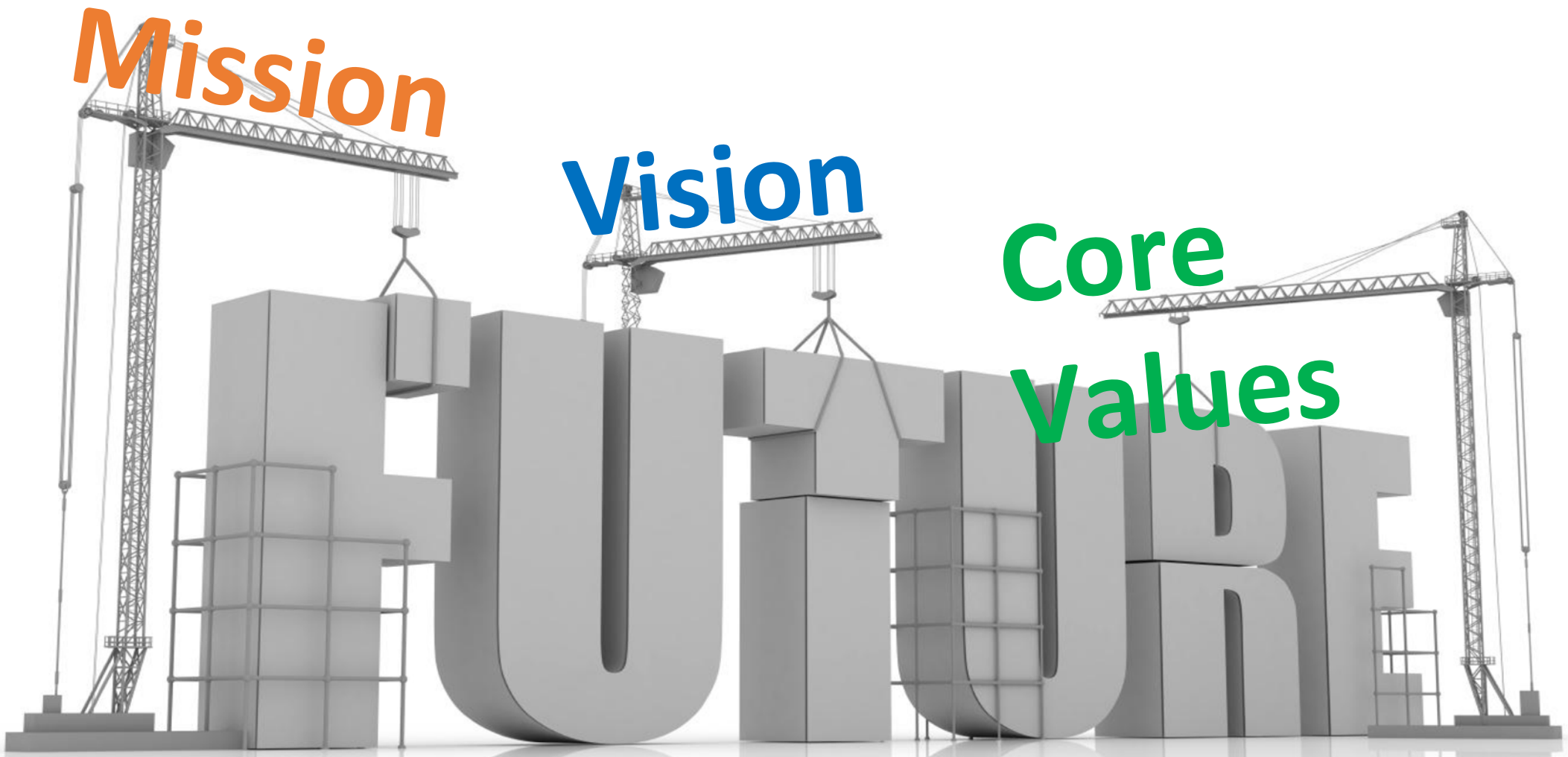
Answer the question ***"Where do we want to be? How will we look, sound, and feel differently 5 years down the road than we do today?"***

- ***Reflect*** ***on STAKEHOLDER FEEDBACK to revise our SWOT analysis from the Data Retreat.***
- ***Understand*** ***what we mean by reimagining our schools and district to inform A PREFERRED FUTURE STATEMENT FOR THE DISTRICT.***
- ***Share*** ***how others have reimagined their districts and school from our electronic homework assignment and from reading the two articles.***
- ***Examine*** ***a District 155 LENS that will guide the actions and behaviors of the district as its works toward achieving its Preferred Future***
- ***Contribute*** ***towards a CONSENSUS DRAFT of a Preferred Future Statement***



Having a mission and vision is the first step; developing belief and sustainable practice that supports that mission and vision so that it is lived and breathed within and beyond the school environment, is where the real challenge for change lies.

Your vision ends up being the story that you tell about learning at your school. It plays out through every interaction. Every email. Every event. Every answer to the question, "What did you do in school today?"

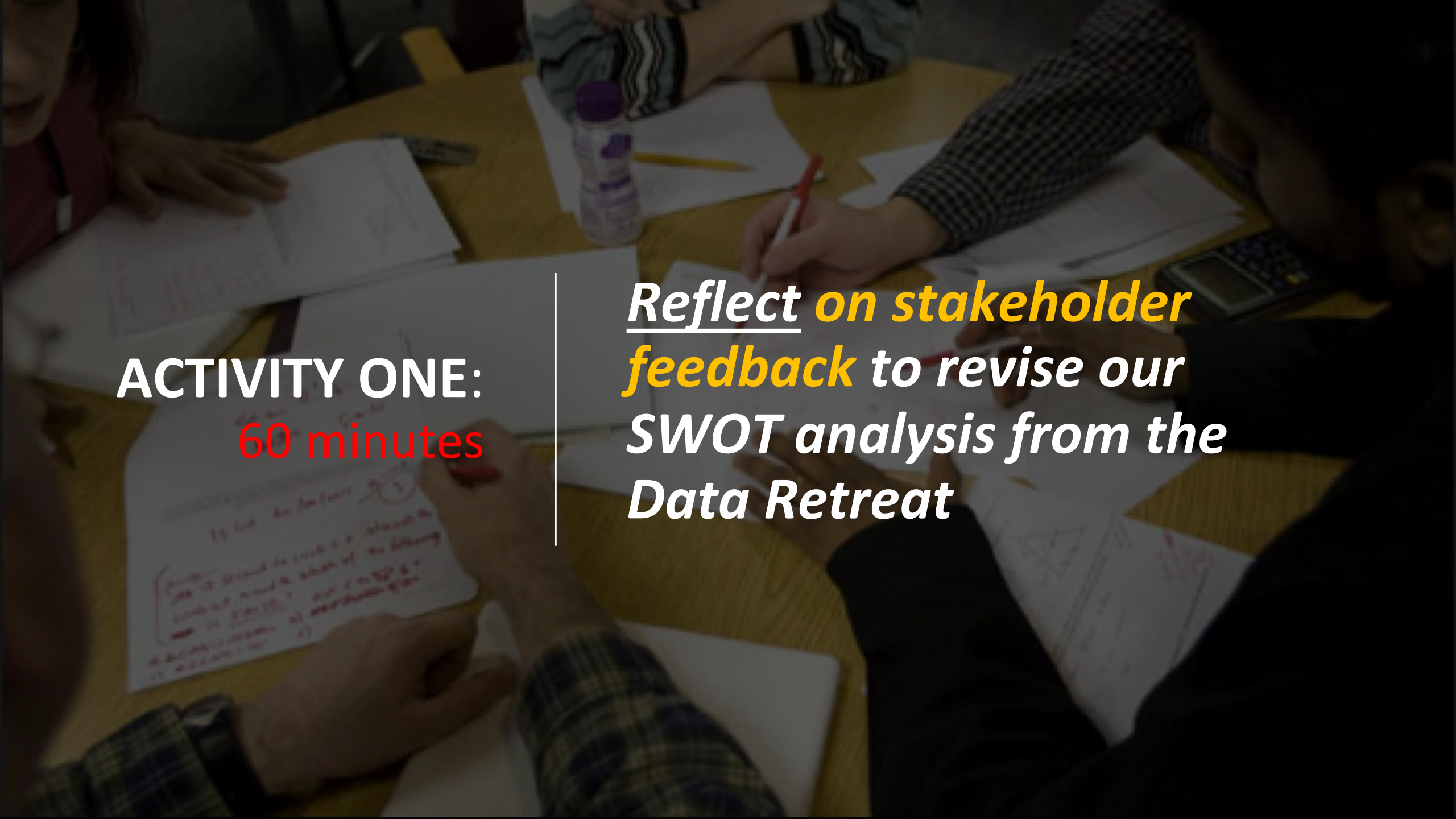


How do we want to be different 5-10 years from now than we are today?

01

Modern Schools have clearly articulated and shared beliefs about learning.

In most traditional schools, no consistent, articulated answer to the question of how children learn most powerfully and deeply exists. In our research, the vast majority of school communities rarely (if ever) spend time discussing what learning is, what conditions are required for learning that sticks beyond the test, and the disconnects between learning in the real world and learning in the classroom.



ACTIVITY ONE:
60 minutes

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

SWOT ANALYSIS

S TRENGTHS

W EAKNESSES

O PPORTUNITIES

T HREATS

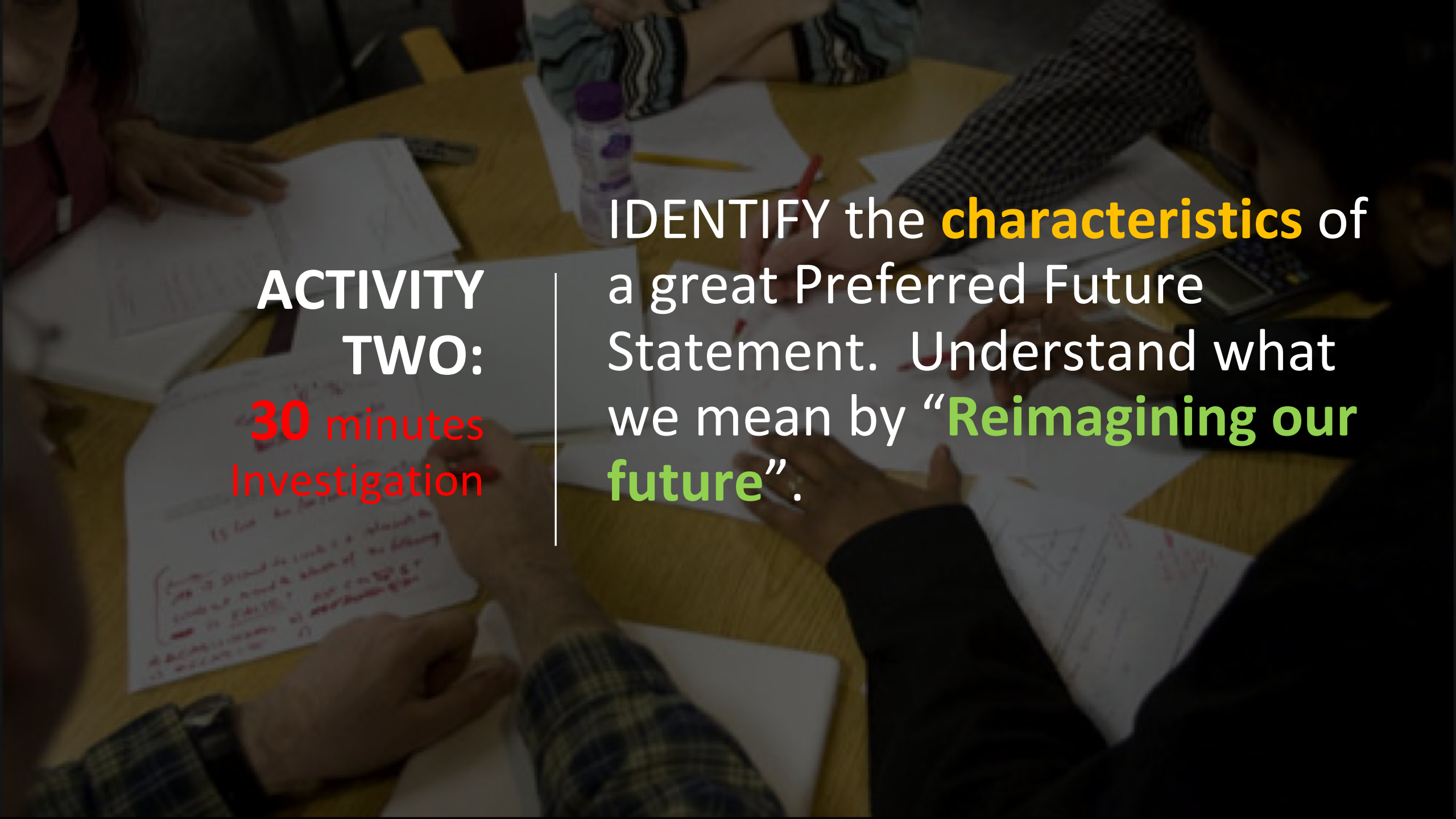
Hear Process used to collect

Activity One Directions 60 min

Examine stakeholder feedback reports:

- ***Look for themes-not individual***
- ***Add to the previous SWOT***
- ***Prioritize Top Ten***
- ***Tables 1,2, 3: Strengths & Weaknesses***
- ***Table 4, 5, 6: Opportunities & Threats***

- ***5 minutes understanding the process***
- ***40 minutes- Making Adjustments***
- ***15 minutes- Sharing***



ACTIVITY TWO:

30 minutes

Investigation

IDENTIFY the **characteristics** of a great Preferred Future Statement. Understand what we mean by "**Reimagining our future**".

Characteristics of a Great Preferred Future Statement

Future Focused. Provides the "big picture" and clearly describes what your organization will be like in several years.

Directional. Serves as guide to organizational plans and strategies.

Specific. Clear and focused enough to shape decision-making.

Relevant and Purpose-Driven. Reflects the company's response to the challenges of the day.

Values-Based. Implies the set of values that are required to support the organization.

Challenging. Inspires members of the organization to do great things and achieve a higher level of standards.

Unique and Memorable. Highlights what makes the organization different and why it matters.

Inspiring. Appealing and engages people to commit to a cause.

Examples of a Great Preferred Future Statement

Wellesley Public Schools-

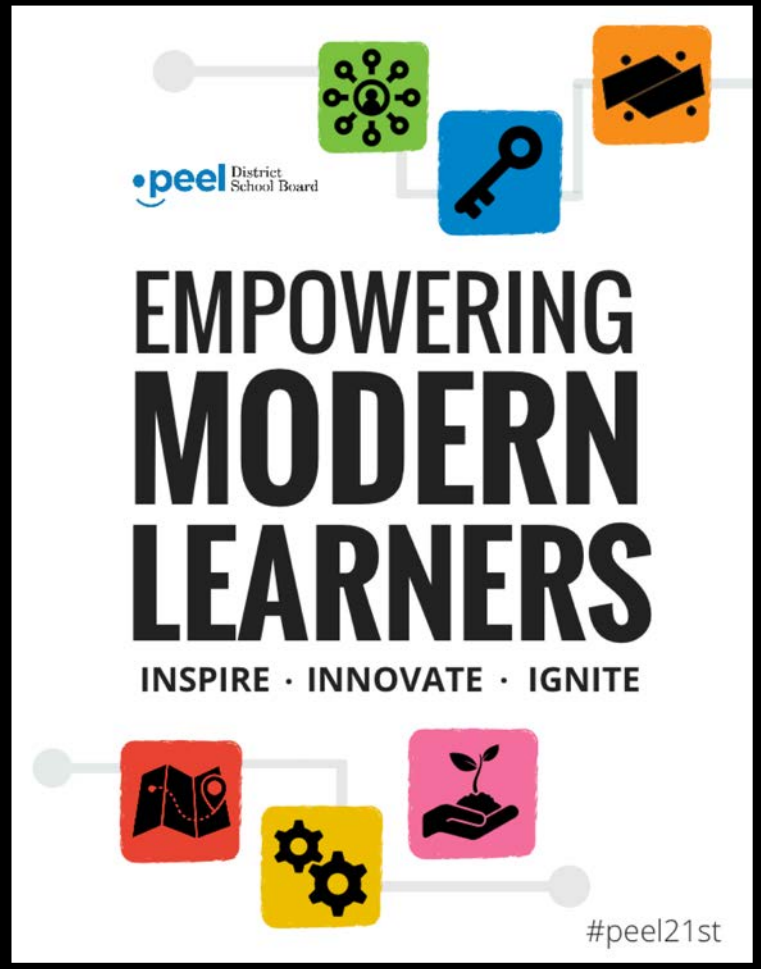
Crystal Lake District 47

Northbrook District 28

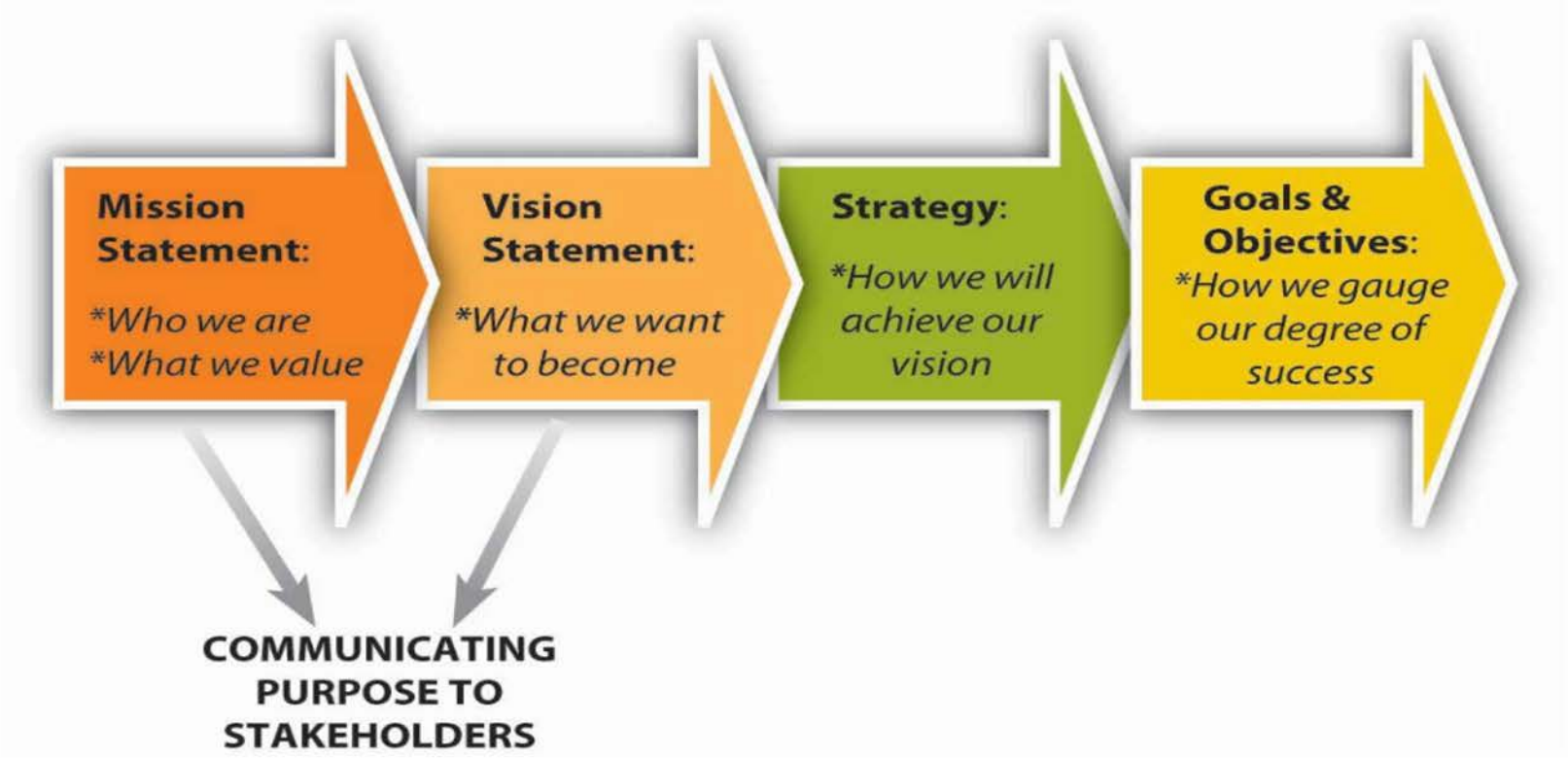
Peel School District

Video

Extended Vision completed after the draft of the Preferred Future Statement



Why is a Preferred FUTURE Statement Critical to the Development of a Strategic Plan?



Mission, vision, and core values statements play critical roles:

(1) Communicate the purpose of the organization to stakeholders,
(2) Reimagine what we hope, dream, and aspire to be,
(3) Informs culture, climate, and relationship expectations,
(4) Shape a mindset that guides behaviors and actions
(5) Inform strategy development, and
(6) Develop the measurable goals by which to gauge the success of the organization's strategy.

ACTIVITY THREE:

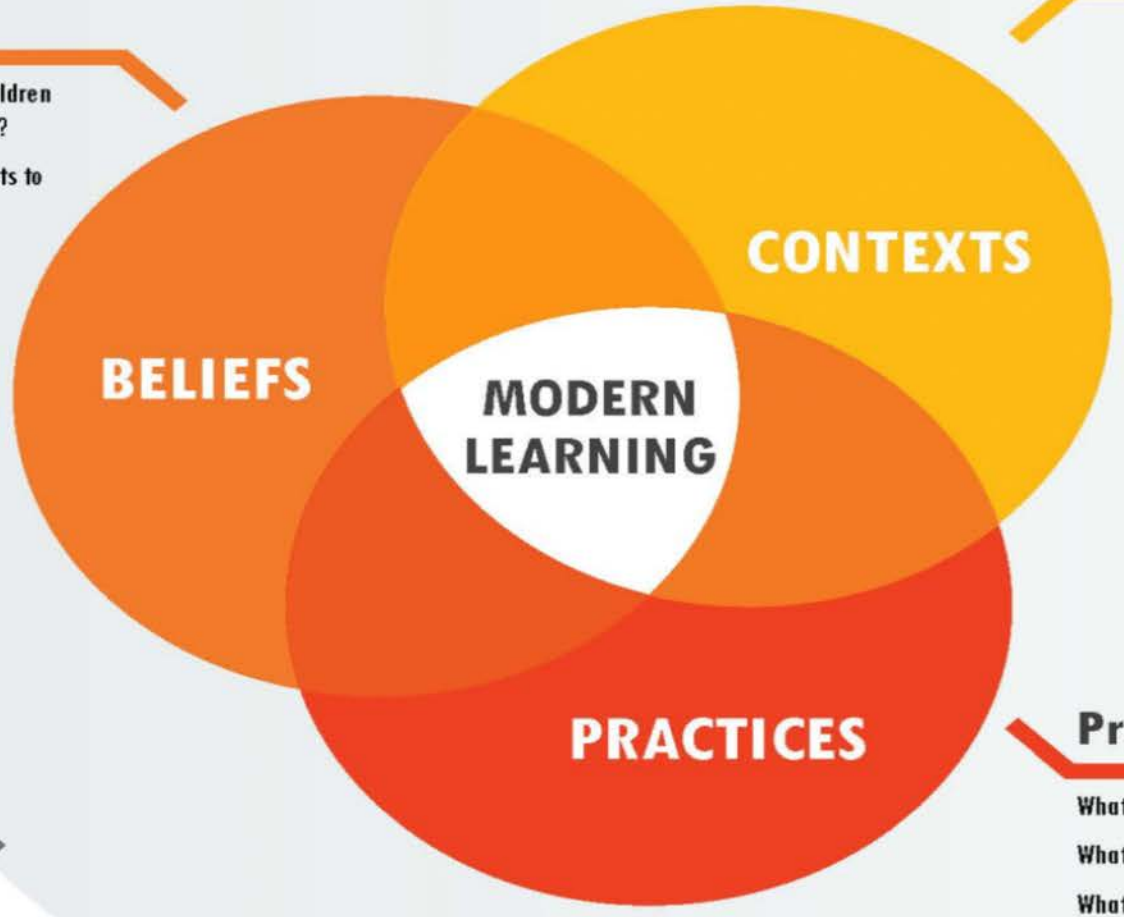
30 minutes

Investigation

Understanding the **elements of a Vision for Improvement that identifies a reimagined school system**

- Beliefs
- Context
- Practices
- Learning Culture

THE MODERN LEARNERS' LENS



1 Beliefs

What do we believe about how children learn most powerfully and deeply?

What are our deepest commitments to children and their well-being?

What matters most in our school?

What is our mission and vision?

2 Contexts

How well do we know the children we serve?

What are their collective hopes, dreams, challenges, and fears?

What are the larger global shifts that inform our work?

What skills and knowledge do students need to thrive in the future?

3 Practices

What is now possible in classrooms?

What are the greatest potentials of our students?

What is the role of the teacher?

How do we share our work?

Learning Culture

Are we a learning culture or a teaching culture?

How do we support and encourage professional learning?

Do we share a common language?

How do we attend to the emotional aspects of change?

MODERN LEARNERS

BELIEFS

1 Beliefs

What do we believe about how children learn most powerfully and deeply?

What are our deepest commitments to children and their well-being?

What matters most in our school?

What is our mission and vision?

CONTEXTS

Contexts

2

How well do we know the children we serve?

What are their collective hopes, dreams, challenges, and fears?

What are the larger global shifts that inform our work?

What skills and knowledge do students need to thrive in the future?

PRACTICES

Practices

3

What is now possible in classrooms?

What are the greatest potentials of our students?

What is the role of the teacher?

How do we share our work?

CULTURE OF LEARNING

Learning Culture

Are we a learning culture or a teaching culture?

How do we support and encourage professional learning?

Do we share a common language?

How do we attend to the emotional aspects of change?

ACTIVITY FOUR:

30 minutes
Articles

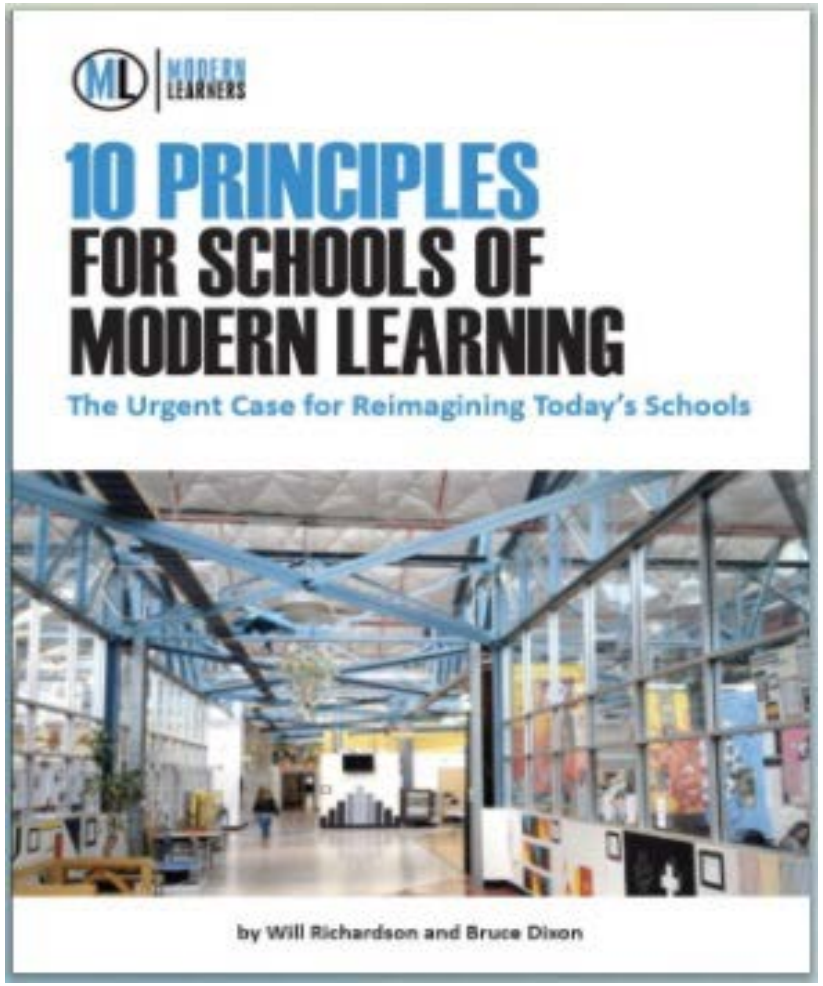
45 minutes
Investigation

15 minutes
Sharing

Discover about what we can learn from the two homework articles to talk about **how we might REIMAGINE District 155's future.**

Learn about the **electronic homework investigations** to see **how others are reimagining their future**.

10 PRINCIPLES OF MODERN LEARNING



9 ELEPHANTS IN THE CLASSROOM THAT SHOULD "UNSETTLE" US

Will Richardson, Contributor
Educator, parent, author, blogger, instigator, advocate for change in schools and self-determined learning.

9 Elephants in the (Class)Room That Should "Unsettle" Us

We can acknowledge the gaps between what we know to be true about learning and what we do in our classrooms, and be willing to at the very least engage in conversations aimed at bridging those gaps for the sake of our kids.

04/13/2016 09:33 am ET **Updated** Apr 14, 2017

sad girl sitting and thinking in the classroom

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•
•
•

At a recent morning workshop for school leaders at a fairly small New England public school district, about an hour into a conversation focused on what they believed about how kids learn best, an assistant superintendent somewhat surprisingly said aloud what many in the room were no doubt feeling.

10 Principles for Reimagining Today's Schools.

Live a mission and vision deeply informed by new contexts for learning.

KEY QUESTIONS

- Why do we **exist** as a school?
- What is our **central value in the lives of students and in our communities?**
- When they leave us, **what will our students need to be able to do and what kind of people will they be**?
- What **practices and conditions in classrooms, schools, and communities** are required for your students to reach those outcomes?

10 Principles for Reimagining Today's Schools.

Have clearly articulated and shared beliefs about learning that are lived in every classroom.

KEY QUESTIONS

- How do children and adults **learn most powerfully and deeply** in their lives?
- What **conditions are required for learning**?
- How must **we all behave and act** to maximize student growth and achievement
- What do we **value that is non-negotiable**?
- How do **our beliefs drive every decision** we make in our school?

Reading Assignment:	
Articles	Ideas WE THINK might be great to consider as we reimagine District 155
10 Principles of Learning	
9 Elephants in the Classroom That Should Unsettle Us	

Investigations

Element	Stonefields School	Green Dot Schools	High Schools That Matter	New TECH Network	ALT Schools	Redefining Readiness
BELIEFS						
CONTEXT						
PRACTICES						
CULTURE OF LEARNING						

BELIEFS

- How were students learning most powerfully and deeply? What was their role in the learning process
- What were adult commitments to students and their well-being?
- What were top priorities?
- What were mission, vision and values ?

CONTEXTS

- What were the large, global skills aimed at college, career, or life readiness?
- What skills, knowledge, and competencies guided students learning for the future?
- How well did adults understand each student’s learning needs?

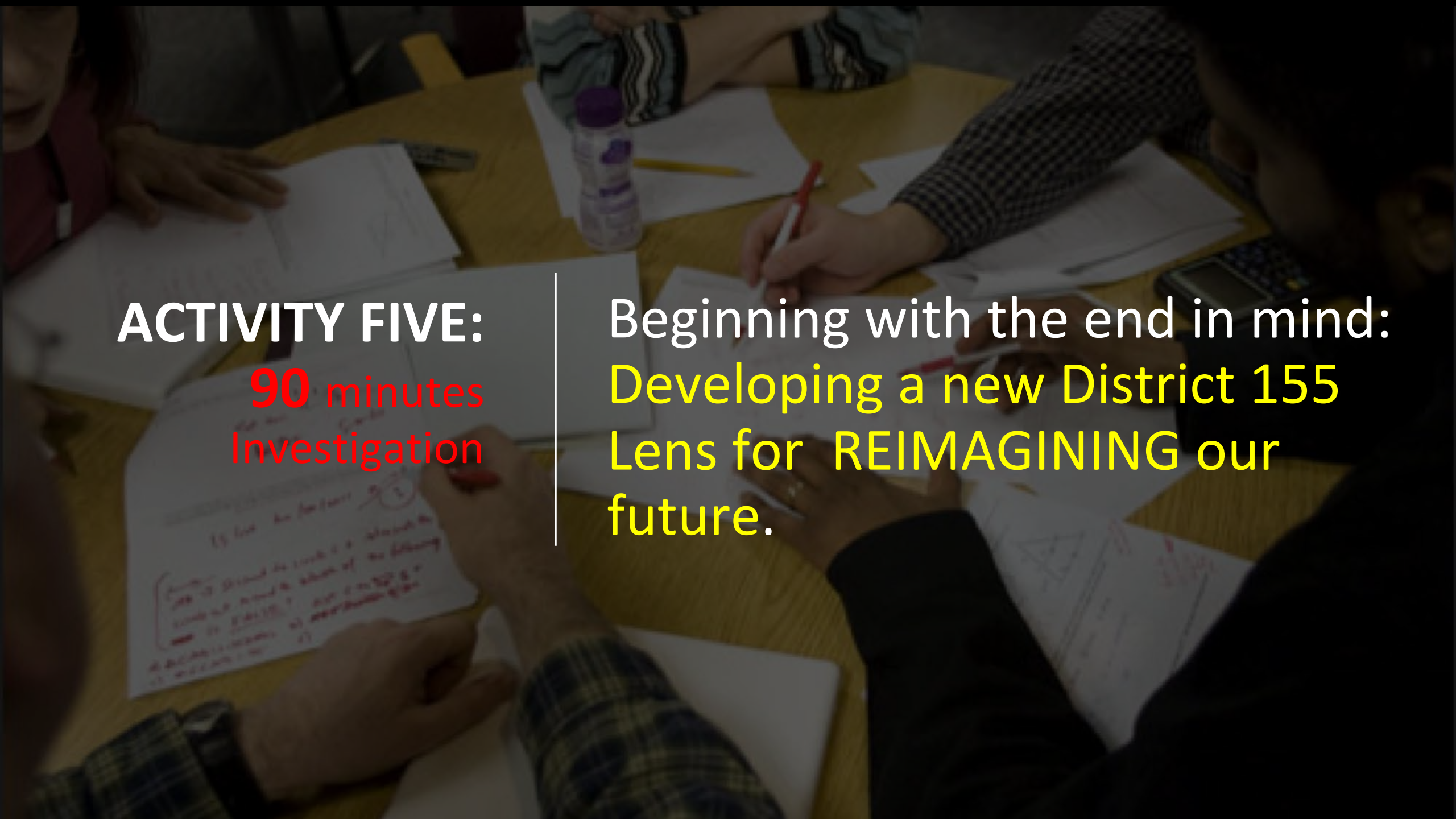
PRACTICES

- What was the role of a student?
- What was the role of a teacher?
- How did learning extend beyond the classroom walls?
- What did engagement look like?

CULTURE OF LEARNING

- How was adult learning supported?
- How was student learning supported?
- Was they common language, expectations
- How did they address the emotional aspects of change?

Lens/ Key Questions	Notes
Beliefs	
Contexts	
Practices	
Culture of Learning	



ACTIVITY FIVE:

90 minutes

Investigation

Beginning with the end in mind:

Developing a new District 155 Lens for REIMAGINING our future.

Invent a Preferred Future as a result of your investigation. 90 minutes

Divide into four work groups. Consider the key questions. Reach consensus on responses to the key questions.

45 MIN

Share work with the other three groups. Provide input on all four of the elements.

45 MIN

Consider key questions.
Reach consensus on ideas to respond to the questions.

Be ready to share your ideas with the three other groups

Group One: Brainstorm ideas to the Belief questions.
Use your own ideas and ideas from the investigations and articles from today's work. Be ready to share your product with the other teams.

Beliefs	
What do we believe about how children learn most powerfully and deeply? What are our deepest commitments to children and their well-being? What matters most in our school? What is our mission and vision?	

Group Two: Brainstorm ideas to the Contexts questions.
Use your own ideas and ideas from the investigations and articles from today's work. Be ready to share your product with the other teams.

Contexts	
How well do we know the children we serve? What are their collective hopes, dreams, challenges, and fears? What are the larger global shifts that inform our work? What skills and knowledge do students need to thrive in the future?	

Group Three: Brainstorm ideas to the Practices questions.
Use your own ideas and ideas from the investigations and articles from today's work. Be ready to share your product with the other teams.

Practices	
What is now possible in classrooms? What are the greatest potentials of our students? What is the role of the teacher? How do we share our work?	

Group Four: Brainstorm ideas to the Culture of Learning questions.
Use your own ideas and ideas from the investigations and articles from today's work. Be ready to share your product with the other teams.

Learning Culture	
Are we a learning culture or a teaching culture? How do we support and encourage professional learning? Do we share a common language? How do we attend to the emotional aspects of change?	

ACTIVITY SIX:

40 minutes

Investigation

Beginning with the end in mind:

Developing a new District 155 Lens for REIMAGINING our future.

Next Steps Leading to Preferred Future Statement

- **Read** about what makes great mission, vision, and core value statements.
- **Discuss** with your team what you learned from your investigations, articles you read and your own thinking that might inform a new mission, vision and values statement
- **Write** a new statement
  - Review current Mission, Vision and Values
  - Review the criteria for what makes a good mission and vision
  - Write your ideas for a new mission, vision and values

MISSION

MISSION: The mission pillar asked the question, "WHY?" More specifically, it asks "Why do we Exist?" The intent of this question is to help reach agreement regarding the **fundamental purpose of the organization.** This clarity of purpose can help establish priorities and becomes an important factor to guide decisions."

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

Current District 155 Mission

To.

VISION

<u>VISION:</u> 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.**

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

Current District 155 Vision

All

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

CORE VALUES

<u>CORE VALUES:</u> The values pillar asks "How must we behave?"—that is, "What beliefs must we all share to achieve our mission and vision?" In pursuing this question, the district attempts to ***clarity commitments everyone must share and be responsible and accountable for to move the district forward to***. Core values are **few in number, easy to remember, be guiding principles defining a code of conduct and behavior.**

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

Current District 155 Values/Commitments

1. **WE profession.**

02

Modern Schools live a mission and a vision deeply informed by new contexts for learning.

While all schools seem to have them, very few schools actually live their mission on a day to day basis, or act on a clear, consistent vision for what should happen in classrooms. In our experience, mission and vision are something that visitors can find on the school website or in the school board room. Rarely is it something that members of the school community use as a lens for their work. Equally as rare is a mission and a vision that fully embrace and integrate the new ways in which we can learn and become educated.

Strategic Foundation or Preferred Future

Mission Statement- Our Core Purpose *Why do we exist?*	Vision Statement- Our Future *Where we are headed?*
Core Values - How we act and behave *What do we stand for?*	**Vision Description** *What will it look like?*

Drafting the District's Mission, Vision and Core Values

Students **Learning Environment**	**Professionals** **Working Environment**	Families & Communities: **Partnerships & Resources**
Mission: Fundamental Purpose **What is the fundamental purpose of this frame?** **How can this frame's purpose motivate and inspire membership commitment?** **Is the frame's mission statement energizing and compelling?** **Is the frame's mission statement concise and easy to remember?**		
Vision **What do we see in our future that is different than we are today to live this frame?** **What description for this frame captures your hopes, aspirations, and dreams for the union's future?** **Does the vision statement for this frame focus direction and serve as the union's "North Star?"** **Does the vision statement for this frame focus on ends not means?**		
Beliefs/ Core Values **What must we all believe to guide our actions and behaviors to live this frame?** **What values can we not compromise to live this frame?** **Do the frame's beliefs lead to commitments from all members?** **Can the values for this frame be used as norms to guide behaviors and serve as organizational norms?**		

Setting Direction Retreat

- Seek Feedback
- Review the Feedback
- Revised Preferred Future Statement
- Consid ge Goals
  Goal Indicators
  es
  etermine high leverage strategies to focus priority work for next 3-4 years.

DATE: Nov 7

TIME: 8:30-3:30

Thanks for a great day!

Illinois Vision 2020

Mission: Public education must play a defining role in **ensuring equal opportunity for learning**.

Vision: It is our collective duty to do all we can to guarantee every student, no matter his or her demographic or geographic identity, ***has equal access to a quality education***. We will do this through the following priorities:

- ***21st Century Learning***
- ***Highly Effective Educators***
- ***Shared Accountability***
- ***Equitable and Adequate Funding***

21st Century Learning

For success in life, students need more than knowledge of math and reading. It is time to ***expand the definition of student learning***, ***commit to the development of the "whole child,"*** and ***invest in policies proven to link all schools to 21st century learning tools***.

Highly Effective Educators

The quality of teachers and school leaders is the greatest predictor of student achievement schools can influence. By attracting, developing, and retaining our state's best educators, we can have a profound impact on student learning.

Shared Accountability

A quality education for all Illinois students cannot be ensured without the collaboration, compromise, and hard work of both educators and legislators. With that in mind, it is necessary to expand educator responsibility in the legislative process, create a shared accountability model, and restructure mandates to allow more local district flexibility.

Equitable and Adequate Funding

All students in Illinois are entitled to a quality education. It is our duty to ensure our students have access to all necessary resources by improving equity in the funding model, appropriating adequate dollars for education, and allowing local school districts the autonomy needed to increase efficiency.

Core Values

Vision 2020 is based on the following Core Values

- **High Expectations and Quality**
- **Shared Accountability**
- **Innovation**
- **Equity**
- **Transparency**
- **Continuous Improvement**
- **Partnerships**