

# Vision Retreat Participant Handout

## Eastpointe Community Schools

### Vision Retreat Purpose

The Vision Retreat provides an opportunity for the strategic plan team to develop a shared understanding of the current mission, vision, core values and strategic themes and build upon those ideas to move the district forward in answering the question, *“Where do we want to be five years from now that is different than where we are today?”*

The Vision Retreat offers an opportunity for the plan team to review the components of a continuous improvement framework based on research best practices and benchmark where the district is in relation to those practices.

The outcome of the day is for the plan team to describe a clear vision for the future through a product known as a **Preferred Future Statement**.

### Common Vocabulary

<b>Core Values</b>	The district’s beliefs and principles that articulate the culture of the organization. These are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.
<b>Mission</b>	The district’s purpose is described in the language of the business, including who is served and what products, programs and services are provided to customers and stakeholders.
<b>Portraits</b>	
<b>Strategic Theme</b>	Three of four strategic focus areas that build on the customer value proposition to define the organization’s high-level business strategy; breaks down the vision and mission into action and focuses energy on desired strategic results.
<b>Vision</b>	A vivid, emotionally inspiring, time-specific picture of a future to which the organization aspires. A description of how the district will look, sound and feel differently that it is today.
<b>Vision Result</b>	An achievable stretch target identified in order to measure the success of an organization’s vision statement. Sometimes this is referred to as a Preferred Future Statement

# Strategic Foundation or Preferred Future

When we complete our work today, we will have the concepts to produce a Strategic Foundation or Preferred Future Statement. We will share this product with those we represent and seek their feedback between the Vision Retreat and the Setting Direction Retreat.

<b>Mission</b>		<b>Motto</b>
<b>Vision- North Star</b>		
<b>Graduate Portrait</b>	<b>Adult Portrait</b>	<b>System Portrait</b>
<b>Core Values</b>		

A “vision” is a bold leap into the future, painting a vivid picture of a destination—a *north star* that guides collective action and shapes the strategies to make it a reality.

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

<b>Eastpointe Community Schools Strategic Plan DRAFT SWOT Analysis</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

**Activity One Part A: Characteristics of a Preferred Future Statement**

<b><u>Future Focused:</u></b>	<b>Provides the “Big Picture” and clearly describes what your district will be like in several years</b>
<b><u>Direction:</u></b>	<b>Serves as a guide to district goals and strategies</b>
<b><u>Specific:</u></b>	<b>Clear and focused enough to shape decision-making</b>
<b><u>Relevant and Purpose Driven:</u></b>	<b>Reflects the district’s response to the challenges of the day</b>
<b><u>Values-Based:</u></b>	<b>Implies the set of values that are required to support the district</b>
<b><u>Challenging:</u></b>	<b>Inspires employees of the district to do great things and achieve a higher level of standards</b>
<b><u>Unique and Memorable:</u></b>	<b>Highlights what makes the district difference and why it matters</b>
<b><u>Inspiring:</u></b>	<b>Appealing and engages stakeholders to commit to a cause and mindset</b>

**Why is a Preferred Future Statement a necessary component of a district’s strategic plan? How might the district use mission, vision, and core values during the implementation of the strategic plan?**

**Which of the 8 Characteristics resonates best with you?**

**Activity One Part B: Investigating a great Preferred Future Statement**

## Activity One Part B: Vision 2035

<b>Vision 2035</b>
<p><b>We believe the key to continuous improvement in public education relies on the wisdom and innovation of public educators who work with students every day. This is a continuous process.</b></p> <p><b>Through the Vision 20/20 process, four areas for prioritization emerged: highly effective educators, 21<sup>st</sup> century learning, shared accountability, and equitable and adequate funding.</b></p>
<p><b>Vision- North Star</b></p>
<p><b>Mission</b></p> <p><b>Theory of Action</b></p>
<p><b>Santa Clara Unified School District</b></p>
<p><b>Strategic Plan Overview</b></p>
<p><b>Four Main Areas:</b></p> <p><b>Graduate Portrait</b></p> <p><b>Adult Portrait</b></p>

**System Portrait**

**Core Values**

**Activity One Part C: Greatest Hopes, Aspirations, Dreams for the Future**

<b>Dreams, Hopes Aspirations            Things to Change            Ideal School System Look Like</b>	<b>Why?            Difference Made</b>


<b>Activity One Part D: XQ Schools: It is time to rethink High Schools</b>	
<b>Design Principles</b>	
<b>XQ Learners</b>	
<b>Michigan Top 10</b>	

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**Student Agency is an important practice in executing 21<sup>st</sup> Century Skills.**

<b>What is Student Agency?</b>
<b>Why is Student Agency an important practice in executing 21<sup>st</sup> century skills?</b>
<b>What is the teacher's role in fostering student agency?</b>
<b>What opportunities for professional development have been provided to promote student agency?</b>

<b>DEEP ENGAGEMENT</b>	<b>ENGAGEMENT</b>	<b>ACTIVE / STRATEGIC COMPLIANCE</b>	<b>PASSIVE / RITUAL COMPLIANCE</b>	<b>PERIODIC COMPLIANCE RETREATISM</b>	<b>RESITANCE / REBELLION</b>
Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality. Students persist with the task and will learn at high or profound levels. Learning transcends the formal educational structures.	Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task as well as personal meaning. They do not simply follow directions but actively work to improve the quality of their performance.	Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant thought or commitment to quality is not evident. The tasks have little inherent or direct value to the student, but the student associates it with	Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or direction to remain on task. The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on	Students do not attend to the work, but do not engage in activity that distracts others. The students often employ strategies to conceal lack of involvement. Students learn little or nothing from the task and when forced through the task either engages in	Students appear blocked, unable or unwilling to participate in learning activities. The refusal may involve cheating, refusing to do the work, or even doing other work in place of that which is expected. Alienation rather than commitment is evident. Students develop poor work



	Students persist with the task and will learn at high levels.	outcome or results that do have value (such as grades).	meeting the minimum requirements. Students will learn at low, superficial levels.	ritual behavior or rebellion.	and sometimes negative attitudes towards formal education.
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Harvey F. Silver & Matthew J. Perini, *The Eight C's of Engagement*; Phillip Schlechty, *Engaging Students*

## Activity Two: Investigating a great Preferred Future Statement

As part of our Vision Retreat for strategic planning we are providing everyone with a homework assignment.

***The first part of the assignment*** is to read a short article to push your thinking about learning and the future. Each participant has been assigned an article with the new table team assignment. There are three articles. Each person is to read the article assigned and be ready to share five key takeaways to share with the team. Please see the **table assignment chart** for assigned readings and investigations. You have new table team assignments for the Vision Retreat.

***The second part of the assignment*** is to explore electronically a high school that has a new definition of learning. If you read Article A you do Investigation A, Article B you do Investigation B, Article C you do Investigation C and Article D you do investigation D..

Everyone will read the design principles of the XQ Super Schools and then do their investigation virtually

Article/ Site Visited	3-5 Key Ideas
<b>A: A Transformational Vision for Education in the US</b>	1 2 3 4 5
<b>A: XQ Super Schools</b>	1 2 3 4 5

<b>B: 10 Principles of Modern Learning</b>	1 2 3 4 5
<b>B: Stonefield School</b>	1 2 3 4 5
<b>C: School as Center for Community Infrastructure</b>	1 2 3 4 5
<b>C: Springfield Renaissance School</b>	1 2 3 4 5

<b>D: Forging the Future of Learning</b>	1 2 3 4 5
<b>D: Purdue Polytechnic High School</b>	1 2 3 4 5

### Activity Four: Graduate, Adult, and System Portrait

Teams will explore Graduate, Adult, and System Portraits to describe a vision for the future.

**VISION:** The vision pillar asks “What?”—that is, “What must we become in order to accomplish our fundamental purpose?” In pursuing this question, the district attempts to create a compelling, attractive, realistic future that describes what they hope their district will become. Vision provides a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality. There is no more powerful engine driving an organization toward excellence and long-range success that an attractive, worthwhile and achievable vision of the future that is widely shared. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

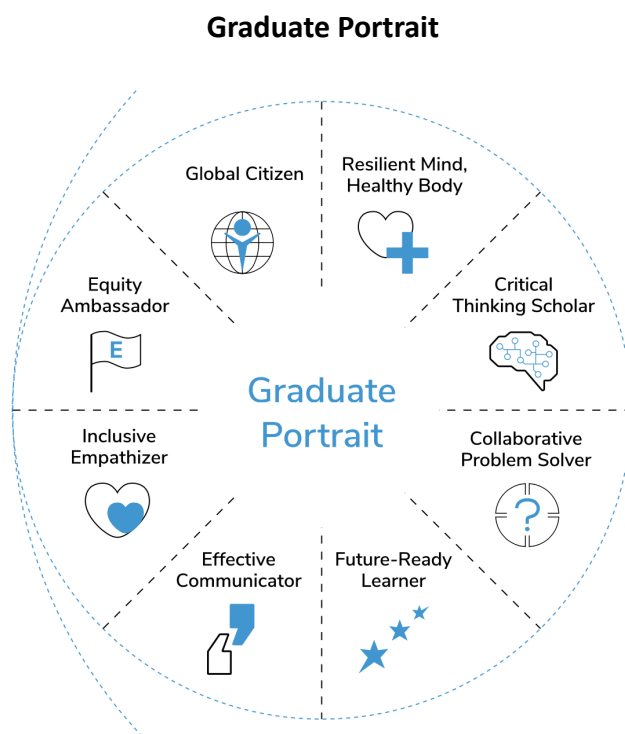
**A vision:**

- Describes where the organization wants to be, typically three to five year in the future. Focuses on the district’s “North Star.”
- Vividly captures the organization’s “picture of the future”.
- Is brief and easy to understand and communicates a message that is emotionally inspiring, to create a passion to contribute to the organization’s future success.

- It is audacious and takes you way beyond where you are to the “mountain top.”
- It builds on core competencies. It gives employees a larger sense of purpose so they see themselves as building a cathedral instead of laying stones.
- The vision takes the form of “Our vision is to become (achieve, improve, etc.) by (date).”

**Criteria for evaluating a vision statement:**

- Does it manifest our mission?
- Is it concise and compelling?
- Is it inspirational?
- Does it communicate promise?
- Does it create an image of something that cannot be seen today, but is possible tomorrow?
- Does it focus on ends not means?
- Does it manifest the mission and values

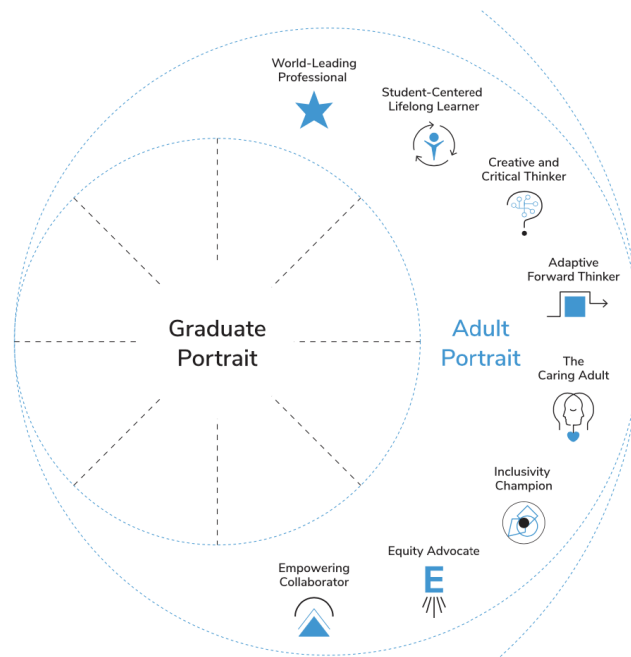


**What 21st century skills, character traits, and/or social-emotional competencies do all students need to succeed in college, career, and life? How has the world changed, and how will it continue to change? What skills and mindsets will be necessary in a rapidly changing and complex world? What are the skills and traits that community member take pride in and hope to pass on to their students and children?**

<b>Graduate (Student) Portraits Characteristics (Circle 10- at least 1 in each row)</b>			
<b>Critical Thinker</b>	<b>Creative Problem Solver</b>	<b>Innovator</b>	<b>Lifelong Learner</b>

<b>Self-Sufficient</b>	<b>Empowered &amp; Respected</b>	<b>Perseverant &amp; Patient</b>	<b>Adaptable &amp; Resilient</b>
<b>Growth Mindset</b>	<b>Personally Responsible</b>	<b>Confident &amp; Secure</b>	<b>Positive Well-being</b>
<b>Confident Communicator</b>	<b>Global Citizen</b>	<b>Engaged Collaborator</b>	<b>Engaged Citizen</b>
<b>Equity Ambassador</b>	<b>Digitally Literate</b>	<b>Future-Ready Learner</b>	<b>Inclusive Empathizer</b>
<b>Other: Courageous Leader, Social Justice, Anti-Racism</b>			

### Adult Portrait

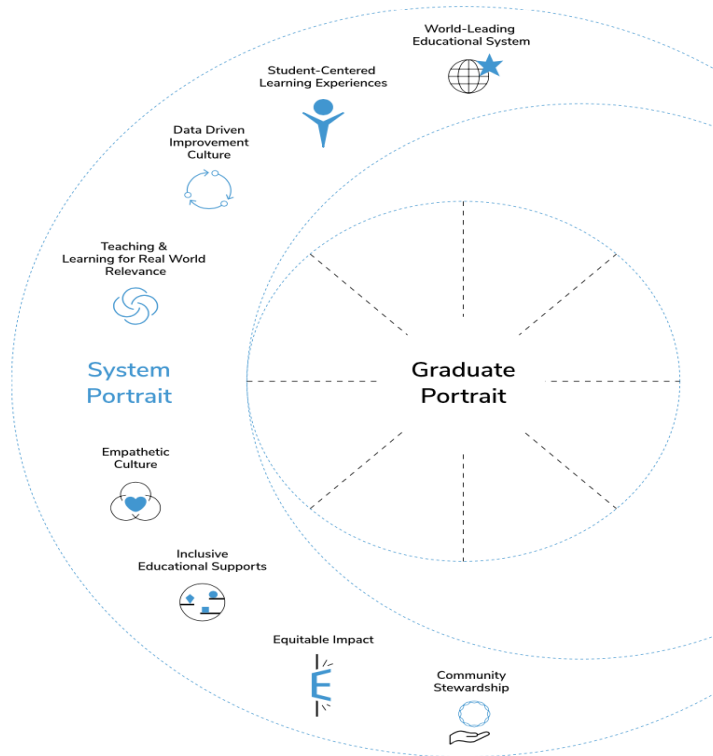


**What are the critical 21<sup>st</sup> Century characteristics of an effective team member? What 21<sup>st</sup> Century characteristics contribute to a successful and efficient culture or climate? What 21<sup>st</sup> Century adult characteristics contribute to the development of successful and passionate learners?**

**Adult (Employee) Characteristics (Circle 10- at least 1 in each row)**

<b>Sense of Humor</b>	<b>Passionate &amp; Empathetic</b>	<b>World-Leading Professional</b>	<b>Loves Teaching &amp; Learning</b>
<b>Ethical &amp; Trusting Character</b>	<b>Empowered &amp; Self-Sufficient</b>	<b>Flexible Change Agent</b>	<b>Perseverant &amp; Patient</b>
<b>Prepared &amp; Organized</b>	<b>Engaged Collaborator</b>	<b>Engaged Team Player</b>	<b>Skilled Communicator</b>
<b>Respectful of Students &amp; Parents</b>	<b>Growth Mindset</b>	<b>Culturally Aware</b>	<b>Inclusivity Champion</b>
<b>Problem Solver</b>	<b>Personally &amp; Collectively Responsible</b>	<b>Civic &amp; Global Contributor</b>	<b>Equity Advocate</b>
<b>Other: Reflective, assess &amp; Evaluate Student Learning, Build on Strengths of Learners</b>			

### System Portrait



**What 21<sup>st</sup> Century District System Characteristics define an effective 21<sup>st</sup> century school system?  
 What 21<sup>st</sup> Century District System Characteristics do we want to guarantee every student, every family, every staff member to ensure high productivity and satisfaction?**

<b>District (System) Characteristics (Circle 10- at least 1 in each row)</b>			
<b>Empathetic Culture</b>	<b>Equitable Impact</b>	<b>Clear Purpose</b>	<b>Progress Monitoring &amp; Reporting of Performance Results</b>
<b>Continuous Improvement Advocate</b>	<b>Real-World Relevance</b>	<b>Recognized for Innovation &amp; job embedded Professional Development</b>	<b>Future Thinking Change Agent</b>
<b>Student Centered</b>	<b>Growth Mindset</b>	<b>Data-Driven Culture</b>	<b>Recognizes &amp; Celebrates Success</b>
<b>Sense of Community &amp; Belonging</b>	<b>Promote Cohesion &amp;</b>	<b>Civic and Global Contributor</b>	<b>Respectful of Students, Parents, and Staff</b>
<b>Excellent Stewards of Resources</b>	<b>Ensure Consistency around Policy &amp; Procedures</b>	<b>Transparent, high levels of communication &amp; collaboration</b>	<b>High levels of community and parent engagement</b>
<b>Other: System-wide focus on learning, High standards and expectations</b>			

## **Activity Five: Mission and Vision**

### **BUILDING ON OUR CURRENT MISSION AND VISION STATEMENT**

**MISSION:** The mission pillar asked the question, “WHY?” More specifically, it asks “Why do we Exist?” The intent of this question is to help reach agreement regarding the fundamental purpose of the organization. This clarity of purpose can help establish priorities and becomes an important factor to guide decisions.” Your mission statement is the best vehicle to get the word out about the “why” and the “wow” behind your district. In truth, your mission statement is no less important than your business plan. It needs to explain — eloquently, succinctly, and passionately — the core reasons for your existence. Your mission statement should inspire others to want to know more about your ideas, helping to position your district in the marketplace and to fuel growth. (DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

#### **A mission:**

- Tells a story, in a few words that defines why the organization exists.
- Describes the core purpose of the organization that is persistent over time.
- Answers the following questions: Why does this organization serve and how are the served? What is the organizational purpose?
- Incorporates features of the organization that highlight its uniqueness and define its purpose.
- Helps define why the organization exists.
- Focuses on satisfying customer needs.
- Take the form of: “Our mission is to provide (what) to (whom) in order to (provide what benefit) while (maintaining what values).

#### **Criteria for evaluating a mission statement:**

- Is it clear and understandable?
- Is it brief enough for most people to remember and say in one breath?

- Does it clearly specify the school’s fundamental purpose?
- Does it have a primary focus on a single strategic thrust (such as learning)?
- Does it reflect the distinctive competence and culture of this school?
- Is it broad enough to allow flexibility in implementation, but not so broad as to create lack of focus?
- Will it help school personnel, parents, and community members make decisions?
- Is it energizing and compelling? Does it motivate and inspire employee commitment?
- Does it say what you want your district to be remembered for?

<b>Current Mission Statement</b>	<b>Ideas and Concepts for Future Mission Statement</b>
<p>Eastpointe Community Schools, in partnership with families and community, will empower all students to achieve academic and personal success.</p>	



## Activity Six: Core Values

### Aligning Beliefs/Values/Collective Commitments to Mission and Vision

While creating a vision can be a helpful step in the improvement process, it is not sufficient. The board of education, administrators, and staff must tackle the collective values and commitments they must make and honor in order to achieve the shared vision for their district. Core values are the fundamental beliefs of an organization.

They are the district's beliefs and principles that articulate the culture of the organization. They are the standards that describe how employees and the organization are expected to behave internally and externally. They serve as the basis for decision-making and influence actions in everyday situations.

**CORE VALUES:** The third pillar of the foundation, the values pillar identifies our beliefs and then clarifies those beliefs through collective commitments. It asks, "How must we behave to create the district that will achieve our purpose?" In answering the question, educators shift from offering philosophical musings on mission or the shared hopes for the district of the future to making commitments to act in certain ways. Clarity guides the individual work of each member and outlines how each person can contribute to the improvement initiative. Policy manuals and directives are replaced by commitments and covenants. Clarifying collective commitments is one of the most important strategies in building a PLC. (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

#### **Core Values:**

- Describe what the organization stands for in the context of its mission and vision.
- Guiding principles, defining the code of conduct and behavior that is expected of all employees.
- Provide ethical guidelines for decision-making and daily conduct.
- Are aligned with organization vision, mission and culture.
- Should be described in vivid behavioral terms.
- Are represented in a phrase but not a sentence or paragraph.
- Should not include more than 5-7 so they can be memorable.
- Supports mission and vision.

#### **Criteria for evaluating a core value or belief:**

- Does it manifest our mission and vision?
- Is it compelling and based on a belief we would not compromise?
- Is it a guiding principle that guides behaviors and actions?
- Is it clear and easy to understand?
- Does it create an unwavering and unchanging guide?
- Is it something we will hold each other responsible and accountable for our actions?
- Is it something we would want future staff members to support?
- Does it have a commitment to describe what we would do to move the belief to action?

Current Core Values/Beliefs	Ideas and Concepts for Future Core Values/Beliefs
<p>The basic core beliefs of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others.</p> <ul style="list-style-type: none"> <li>● Students are our first priority</li> <li>● In a strong partnership between our schools, families, and community with open communication</li> <li>● All students will learn and become productive citizens</li> <li>● All students are deserving of a high-quality education in a safe and nurturing environment</li> <li>● In providing a relevant and rigorous curriculum which is research-based and technology-rich</li> <li>● We are culturally responsive; we acknowledge, respect, and embrace all differences in the community</li> <li>● High-quality education requires strong teacher and student engagement</li> <li>● Meaningful relationships enhance learning</li> </ul>	

<b>15 Core Values that Make a Difference Which are Core to you?</b>	
<b>Core Values</b>	<b>Description</b>
<b>Excellence through Continuous Improvement &amp; Stewardship.</b>	We are unwavering in bettering ourselves and our students by setting aggressive but achievable growth goals. We believe that achieving high performance, reaching full potential, and making effective use of our resources comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results.
<b>Connected Families &amp; a Collaborative Community</b>	We believe that family and community action is essential to achieving our vision. We promote powerful partnerships with families and our communities that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for their future. We strive to deepen our shared commitment to success.
<b>Innovation, Relevancy, &amp; Readiness</b>	We believe that preparing our students and educators to thrive requires a culture of creativity and innovation. We are forward looking and future ready. We are constantly developing new technologies, solutions, and workarounds that can change the world. We seek and create new tools and technique that facilitate and encourage cutting-edge innovation for optimal student learning.
<b>Healthy Relationships to Ensure Trust, Respect &amp; Engagement</b>	We cultivate relationships and partnerships that empower others and ourselves to be our best. We place consistent emphasis on getting to

	know students both inside and outside the classroom, and on building positive relationships among students and between students and adults.
<b>Diversity, Equity, Inclusion, &amp; Cultural Competence</b>	We honor differences. We build an inclusive learning and working environment welcoming to people of all backgrounds. We give all students opportunities to build their identities as learners and develop the capacity for agency and autonomy. We ensure rigorous outcomes for all students. We believe that everyone has value and deserves to be treated respectfully.
<b>Clear Communication &amp; Effective Collaboration</b>	We value being heard and making sure we hear others. We place importance on forming and maintaining relationships with stakeholders through conversation and engagement. We commit to working together towards a common goal. We value teamwork and shared decision-making.
<b>Safety &amp; Well-Being</b>	We recognize the importance of safety and well-being. Empathy and respect lead to a kind and caring environment, enabling staff and students to build strong support systems and foster mutual well-being. Students need a social, emotional, and health support system to ensure academic excellence.
<b>Learning for All</b>	We display an ongoing commitment to learning and self-improvement for our students, stakeholders, and ourselves. We provide an environment to prepare our students for their future by instilling 21 <sup>st</sup> century learning skills. We promote a culture that offers various academic opportunities to guide students in their pursuit of post-secondary career goals.
<b>Challenge the Status Quo</b>	We respectfully challenge the status quo by seeking more effective ways to accomplish goals and improve performance. We see failure as an opportunity to learn from past results and continue to learn and grow. We make the impossible possible. We have a continuous improvement mindset.
<b>Caring People Relationships</b>	We support each other's efforts, are loyal to one another, and care for each other, both personally and professionally. We recognize the contributions of each team member. We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.
<b>Visionary Leadership</b>	We promote an advocate for the mission, vision, and goals, and demonstrate the way to achieve them in a long-range, strategic manner. We form and articulate a clear picture for the future. We are action oriented and take calculated risks to improve performance. We accept responsibility for leadership.
<b>Customer Satisfaction</b>	We commit to a culture where excellent service is expected and delivered by all employees. We seek feedback to know what our customers value and need. We are good listeners. We actively seek the input of all customers and stakeholders. We use discretion with confidential matters. We demonstrate a friendly, helpful, and responsible attitude to all stakeholders and customers. Voice is important to us.
<b>Results/Data Driven</b>	We encourage a data-drive environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success. We set high goals and work relentlessly to achieve

	them. We know our impact and strive to grow and make a difference. We balance analysis, wisdom, experience, and perspective when making decisions.
<b>Commitment and Engagement</b>	We get others excited about and committed to further the district’s mission, vision, and goals. We are committed to excellence for all. We speak the truth, act with respectful candor, and take responsibility for our actions. We work on solutions rather than dwell on problems. We do the right things all the time. We seek and acquire new competencies, work methods, ideas, and information to grow and improve.
<b>Stewardship</b>	We nurture relationships within the district and community that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve. We are committed to being fiscally responsible and achieving the highest return on learning for each dollar provided. We are committed to supporting community service agencies and organization. We understand that we are stewards of community resources.

### **Putting it ALL Together**

Learn how the facilitator and Core/Edit Team will draft a Preferred Future State for review. Know we will revisit the mission, vision (Portraits) and core values at the beginning of the Setting Direction Retreat in April. We will also examine feedback from the ten district departments related to the Portraits. We will learn of their Best Hopes and Worst Fears.

### **Next Steps/ Preview of Setting Direction Retreat**

Understand the work of the Core/Edit Team following this meeting.

Preview the agenda for Setting Direction Retreat. Reflect on the Day.

SETTING DIRECTION RETREAT. November 17. 8:00-3:00