



**EASTPOINTE**  
**COMMUNITY SCHOOLS**

**Strategic Planning  
Vision Retreat  
October 31, 2022**



Soldwedel Consulting, LLC

# Welcome and Introductions

- **Who** is in the room?
- **What** are we here to do?
- **Why** is this an important event?



EASTPOINTE  
COMMUNITY SCHOOLS



# Strategic Plan Team Schedule

Meeting	Purpose/Essential Questions	Date	Time
Orientation	Who are we and what are we charged to do?	Sept 22	2 hours Virtual
Data Retreat	Where are we? What is working well and what is not working well?	Sept 27	6 hours Face-to Face
Vision Retreat	Where do we want to be? How do we want to be different?	Oct 31	6 hours Face-to Face
Setting Direction Retreat	How will we get from where we are to where we want to be?	Nov 17	6 hours Face-to Face
Recommendation	What will we recommend to the Board of Education to set future direction?	Dec 6	2 hours Virtual

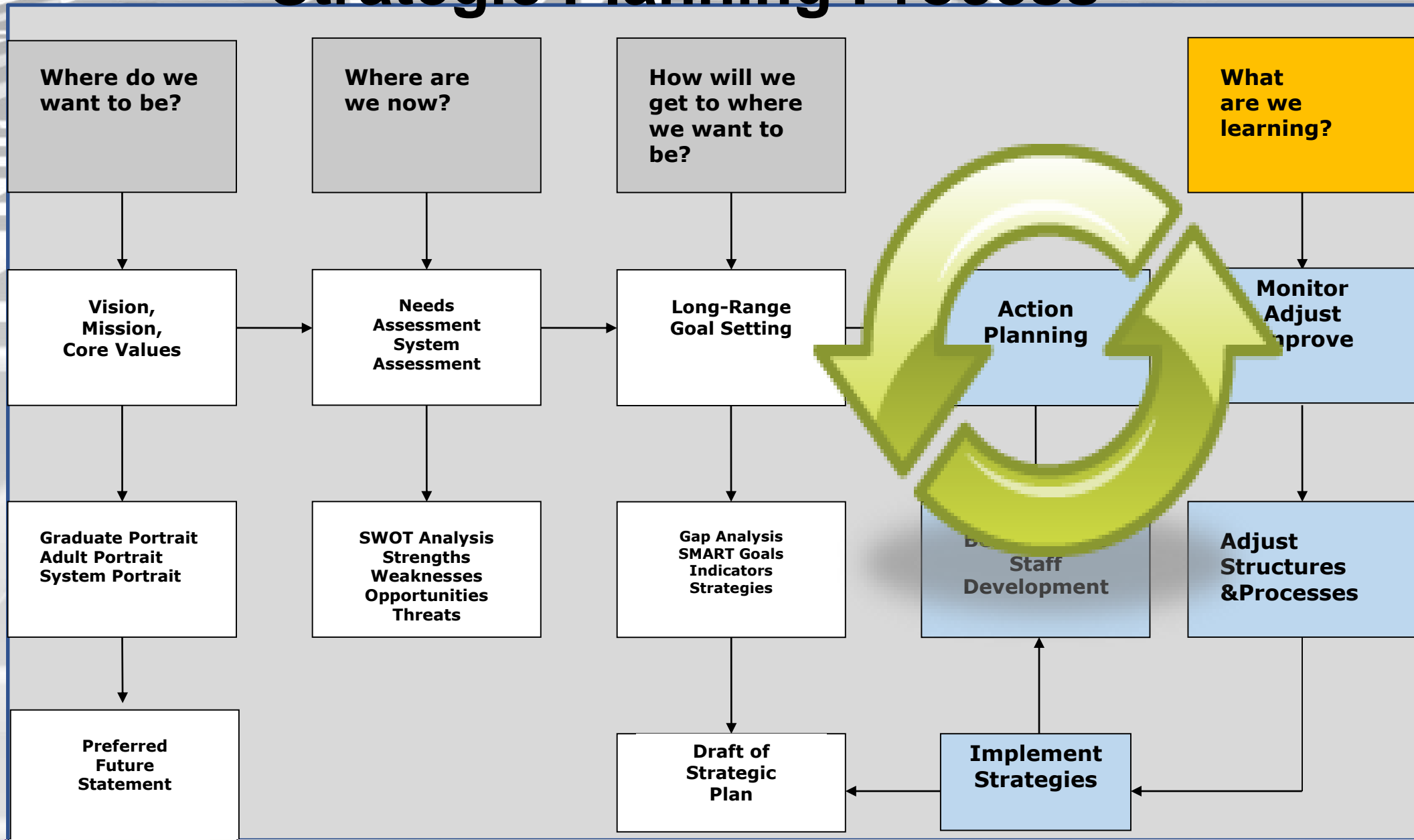




# FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars	Guiding Questions
<b>MISSION</b>	<i>What is our fundamental purpose; why do we exist?</i>
<b>VISION</b>	<i>What must we become in order to accomplish our fundamental purpose?</i>
<b>VALUES</b>	<i>How must we behave to achieve our mission, vision and goals?</i>
<b>GOALS</b>	<i>How will we know if we are making a difference?</i>
<b>STRATEGIES</b>	<i>What will we do differently to grow and improve our results?</i>

# Strategic Planning Process





**WHERE DO WE WANT  
TO BE?**

**HOW DO WE GET FROM  
WHERE WE ARE TO  
WHERE WE WANT TO BE?**

**WHERE ARE WE NOW?**

It is good to have an  
end to journey  
toward;

but it is the journey  
that matters in the  
end.

Ursula K. LeGuin 1999



FACES OF  
**SUCCESS**





Where are you  
**NOW**?



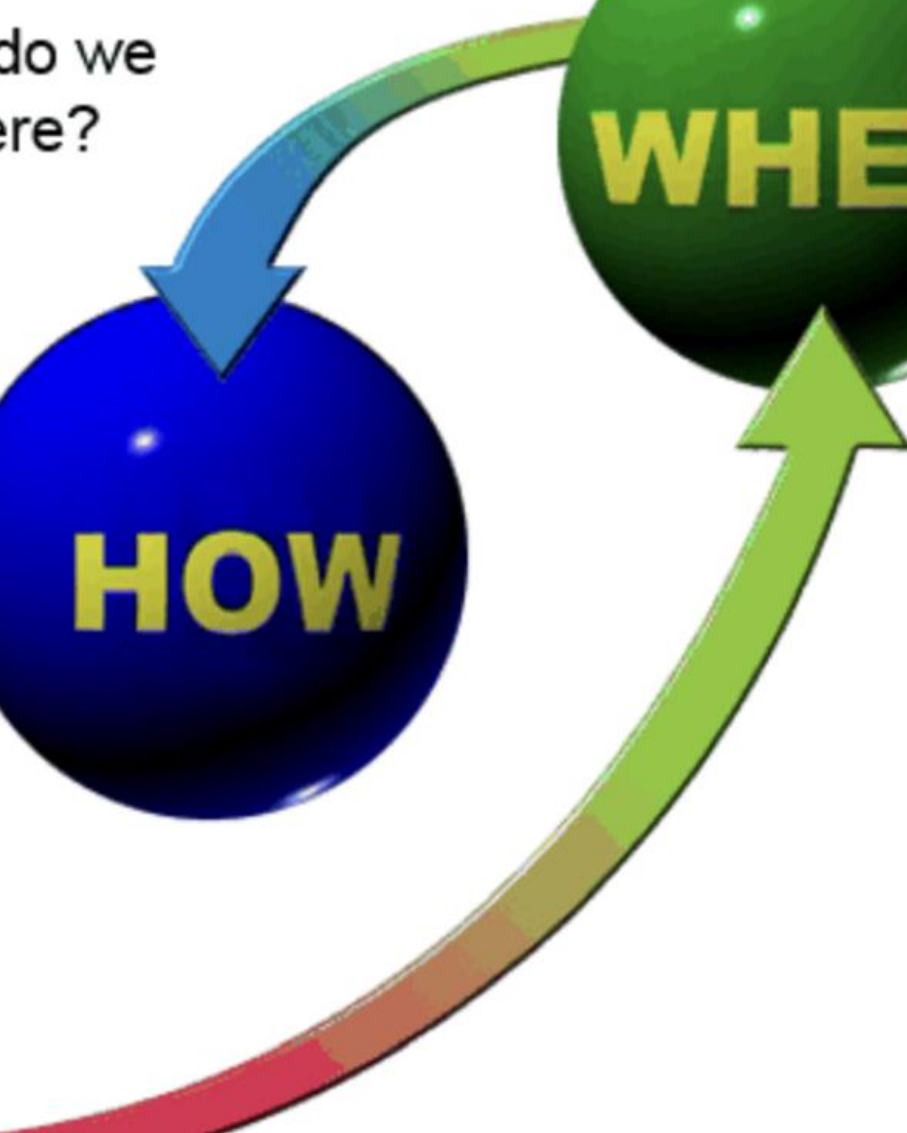
**HOW** do we  
get there?



**WHERE**



**WHERE** will  
we be in the  
future?



# Strategic Plan's Foundational Questions:

What business are we in and why?

**Mission, Vision, and Core Values**

• Where are we going?

**Long-Range Goals**

• What are the key issues that are urgent to address?

**Strategy**

• How will we know we are growing and improving?

**Key Indicators, measures, and targets (KPIs)**




***"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*



A 3D white figure stands on a blue path that branches into two arrows pointing in different directions. The figure is positioned at the junction, with one hand on its hip and the other extended towards the path. The background is a light blue gradient.

—

We know *who we are*.  
We have the opportunity  
to envision *who we want  
to be*.

**COMMON  
VOCABULARY**





# 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.
- Envision what a **great PREFERRED Future Statement** looks like.
- Investigate schools and districts to identify practices and ideas to inform **A PREFERRED FUTURE FOR THE DISTRICT.**
- Explore **Student, Adult, and System Portraits** to describe a future vision
- Invent a **PREFERRED FUTURE (Mission and Vision)** to move the district to an even high level of performance.
- Develop a **set of CORE VALUES** that will guide the actions and behaviors of the district as it works toward achieving its Preferred Future

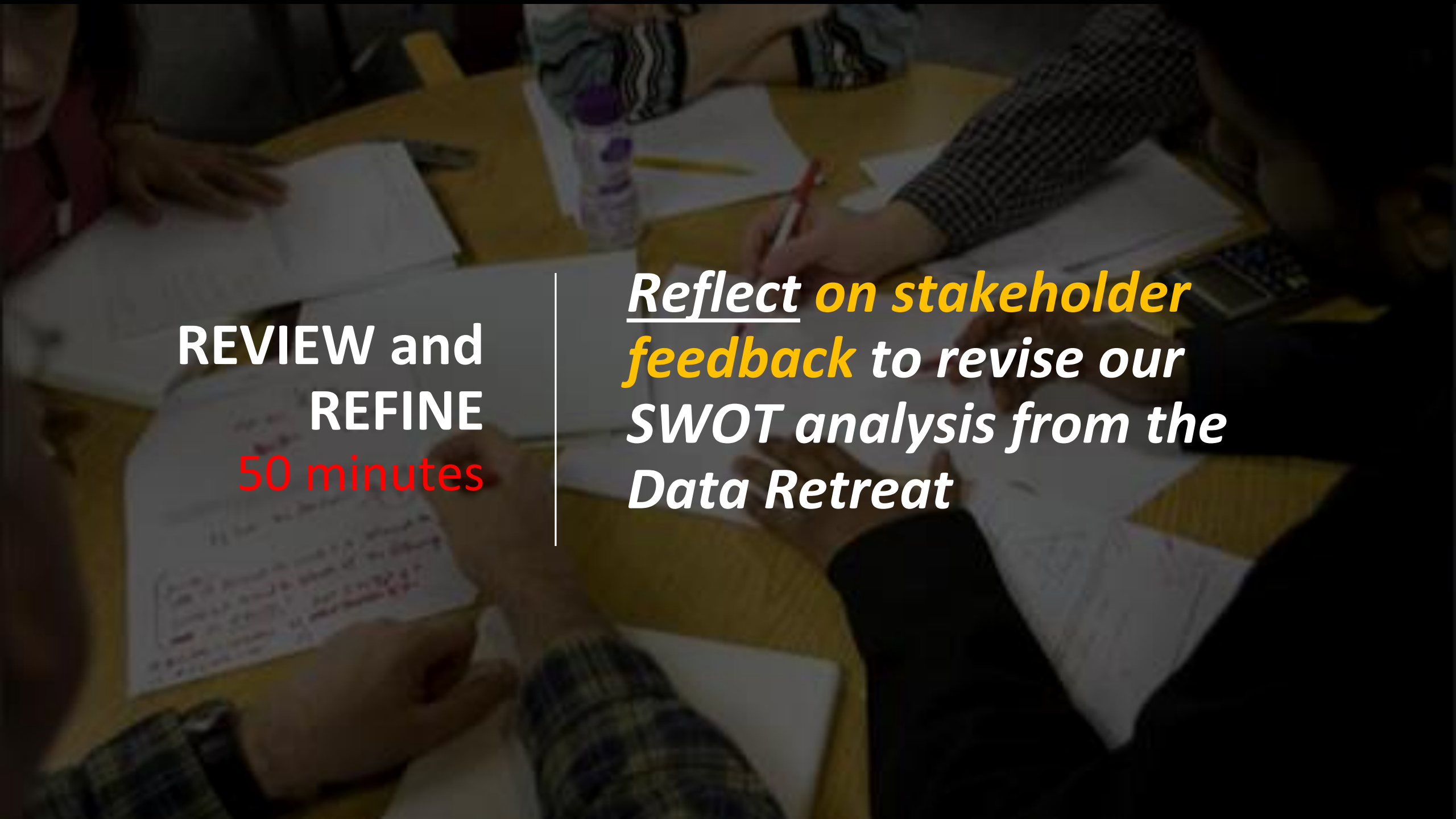
**Mission**

**Vision**

**Core Values**

**Portraits**

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



**REVIEW and  
REFINE**  
50 minutes

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



# SWOT ANALYSIS

- **S** TRENGTHS
- **W** EAKNESSES
- **O** PPORTUNITIES
- **T** HREATS



# Eastpointe Community Schools SWOT DRAFT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Student achievement growth</li> <li>• Student-Teacher relationships</li> <li>• Student safety and security</li> <li>• Caring dedicated staff who value collaboration &amp; respect</li> <li>• Desire to get better and improve</li> <li>• Improved financial stability over years past</li> <li>• Early Learning Center to reach young students</li> <li>• Beginning facility improvements</li> <li>• 1:1 Student to device technology</li> <li>• Past support from community voters</li> </ul>	<ul style="list-style-type: none"> <li>• Low student achievement on standardized tests</li> <li>• Student achievement gaps</li> <li>• Student well-being, physical, social, and emotional needs</li> <li>• Student and parent satisfaction</li> <li>• Staffing certification, shortage, recruiting, and retention</li> <li>• Staff morale, satisfaction, salaries &amp; benefits, attraction, and retention</li> <li>• Student and family mobility, and parental engagement and partnerships.</li> <li>• Student attendance and engagement</li> <li>• Student behavior, effort, motivation, and ownership</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Change family and community perceptions about our schools</li> <li>• Explore new contracts with food, custodial, maintenance, and transportation vendors for improved services</li> <li>• Clarify grade level curricular expectations to better prepare students for their futures</li> <li>• Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities</li> <li>• Make better use of time and space within and outside the day and year to enhance teaching and learning</li> <li>• Measure current and new academic and non-academic interventions to ensure a return on investment for student success</li> <li>• Promote DEI (Diversity, Equity, and Inclusion) in instructional practices and programs</li> <li>• Bring consistency to essential policies, procedures, and practices to achieve system unity.</li> </ul>	<ul style="list-style-type: none"> <li>• Close Covid 19 pandemic gaps</li> <li>• Market, brand, enhance perceptions of public schools and the education profession</li> <li>• Assist student make use of social media</li> <li>• Address our competition and build student and family enrollment</li> <li>• Be proactive in addressing violence and disruptive behaviors to protect and provide a safe, secure environment</li> </ul>

# Stakeholder Survey

**Participation: 552**

**Responses**

- Secondary Students 235. 42.6%
- Staff 179. 32.4%
- Parents 75. 18%
- Board Community. 15. 2.7%
- Other 20. 3.6%

**PERCENT/ NUMBER. RANK  
ORDERED**

**OTHER**



## Eastpointe Community Schools Stakeholder SWOT Survey Feedback Results October 17-21, 2022

### Participation: 552 Responses

- Secondary Students 235. 42.6%
- Staff 179. 32.4%
- Parents 75. 18%
- Board Community. 15. 2.7%
- Other 20. 3.6%

SWOT STRENGTHS	Percentage	Number
Desire to get better and improve	<b>62%</b>	<b>340</b>
Student-Teacher relationships	<b>61%</b>	<b>334</b>
Caring, dedicated staff who value collaboration	<b>55%</b>	<b>301</b>
1:1 Student to device technology	<b>46%</b>	<b>251</b>
Student achievement growth	<b>44%</b>	<b>231</b>
Student safety and security	<b>39%</b>	<b>215</b>
Early Learning Center to reach young students	<b>31%</b>	<b>173</b>
Beginning facility improvements	<b>27%</b>	<b>148</b>
Improved financial stability over time	<b>22%</b>	<b>122</b>
Past support from community voters	<b>12%</b>	<b>64</b>
<b>OTHER Suggestions: Themes in comments, others</b> Increased parent engagement this year Increased behavior supports this year High allocations in buildings of adults		

## Eastpointe Community Schools Stakeholder SWOT Survey Feedback Results October 17-21, 2022

### Participation: 552 Responses

- Secondary Students 235. 42.6%
- Staff 179. 32.4%
- Parents 75. 18%
- Board Community. 15. 2.7%
- Other 20. 3.6%

SWOT WEAKNESSES	Percentage	Number
Student behavior, effort, motivation & ownership	<b>59%</b>	<b>325</b>
Staff certification, shortage, recruiting & retention	<b>48%</b>	<b>262</b>
Student attendance and engagement	<b>47%</b>	<b>260</b>
Low student achievement on standardized tests	<b>46%</b>	<b>254</b>
Student achievement gaps	<b>42%</b>	<b>234</b>
Student well-being, physical, social & emotional needs	<b>42%</b>	<b>234</b>
Staff morale, satisfaction, salaries & benefits, attraction, turnover	<b>38%</b>	<b>208</b>
Parental engagement and partnerships	<b>33%</b>	<b>180</b>
Reliability of bus transportation	<b>33%</b>	<b>182</b>
Student and parent satisfaction	<b>27%</b>	<b>51</b>
Student and family mobility	<b>25%</b>	<b>138</b>
<b>OTHER Suggestions: Themes in comments, others</b> Clear and meaningful curriculum Math and LA Student ownership Building improvements Professional development	More <u>Real World</u> learning Lack of Science and Social Studies time K-5 Boring and unengaging instruction Lack of <u>Real World</u> Applications Not enough Career Tech	

## Eastpointe Community Schools Stakeholder SWOT Survey Feedback Results October 17-21, 2022

### Participation: 552 Responses

- Secondary Students 235. 42.6%
- Staff 179. 32.4%
- Parents 75. 18%
- Board Community. 15. 2.7%
- Other 20. 3.6%

SWOT OPPORTUNITIES	Percentage	Number
Explore new contracts with food, custodial, maintenance & transportation	<b>55%</b>	<b>302</b>
Make better use of time and space within and outside the day and year	<b>51%</b>	<b>282</b>
Clarify grade level curricular expectation to better prepare students for their future	<b>48%</b>	<b>263</b>
Change family and community perceptions about our schools	<b>47%</b>	<b>257</b>
Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities	<b>46%</b>	<b>254</b>
Bring consistency to essential policies, <u>procedures</u> and practices to achieve system unity	<b>46%</b>	<b>253</b>
Measure current and new academic and non-academic interventions to ensure a return on the investment	<b>41%</b>	<b>227</b>
Promote DEI (Diversity, Equity, and Inclusion in instructional practices and programs	<b>34%</b>	<b>190</b>
<b>OTHER Suggestions: Themes in comments, others.</b> Extra-curricular opportunities District wide consistencies A and b days/ schedule City relationships, police relationships Facility reduction, consolidation	Reorganization ( <u>i.e.</u> K-5 schools with fewer transitions) Real World experiences Hands on Learning Make learning fun Critical Thinking More collaborative activities for students	

## Eastpointe Community Schools Stakeholder SWOT Survey Feedback Results October 17-21, 2022

### Participation: 552 Responses

- Secondary Students 235. 42.6%
- Staff 179. 32.4%
- Parents 75. 18%
- Board Community. 15. 2.7%
- Other 20. 3.6%

SWOT THREATS	Percentage	Number
Be proactive in addressing violence and disruptive behaviors to protect and provide a safe, secure environment	<b>60%</b>	<b>378</b>
Close Covid-19 pandemic gaps	<b>51%</b>	<b>284</b>
Address our competition and build student and family enrollment	<b>34%</b>	<b>190</b>
Market, brand, enhance perceptions of public schools and the education profession	<b>32%</b>	<b>175</b>
Assist student make use of social media	<b>26%</b>	<b>142</b>
Legislation, politics, and national economy	<b>26%</b>	<b>142</b>
<b>OTHER Suggestions: Themes in comments, others</b> Volatile parents/adults; physically aggressive students Gun threats, safety Increasing police reported community crime Outside perceptions of district.	Legislation Charter schools Addiction and drug use Workplace flexibility/schedules	

# Big Learnings Aligned to Our Work Today

## Strengths

- Desire to get better and improve
- Student-Teacher relationships
- Caring, dedicated staff who value collaboration
- 1:1 student to device technology
- Student achievement growth
- Student safety and security
- Early Learning Center to reach young students

## Weaknesses

- Student behavior, effort, motivation & ownership
- Staff certification, shortage, recruiting & retention
- Student attendance and engagement
- Low student achievement on standardized tests
- Student achievement gaps
- Student well-being, physical, social & emotional needs
- Staff morale, satisfaction, salaries & benefits, attraction, turnover

## Opportunities

- Explore new contracts with food, custodial, maintenance & transportation
- Make better use of time and space within and outside the day & year
- Clarify grade level curriculum expectations to better prepare students
- Change family and community perceptions about our schools
- Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities
- Bring consistencies to essential policies, procedures, and practices to achieve unity
- Measure current and new academic and non-academic interventions to ensure a return on the investment
- Promote DEI (Diversity, Equity, and Inclusion in instructional practices and programs
- Explore reorganization, facility reduction, consolidation

## Threats

- Be proactive in addressing violence and disruptive behaviors
- Close Covid 19 pandemic gaps
- Address our competition and build student and family enrollment
- Market, brand, enhance perceptions of public schools and the education profession
- Assist students make use of social media
- Reduce addiction and drug use
- Address volatile parents/adults; physically aggressive students




# Review Activity Directions 45 min

Examine stakeholder feedback reports:




- *Understand the process used to gather feedback from stakeholders*
- *Understand how the feedback report was constructed*
- *Look for themes*
- *Add to the previous SWOT*
- **Prioritize Top Ten**

***Strengths AND Opportunities***  
***Weaknesses AND Threats***



**Activity One**  
**Part A:**  
**PREFERRED**  
**FUTURE**  
**STATEMENT**  
**5 Minutes**

Learn about the characteristics of a great Preferred Future Statement.



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.



**ACTIVITY ONE:  
Part B**

**10 minutes**

**Santa Clara  
Unified  
School  
District**

**Teams will explore Vision  
2035.**

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.



## **Our Mission**

To provide equitable, engaging, and innovative educational experiences so that each student thrives in a global society.

## **Our Theory of Action**

If we consistently put student learning first, live our core values, implement our strategic priorities, and disrupt inequitable practices, Then we will be an equity-centered organization that is responsive, resilient, and prepares students for a global society.

## District Plans

---

District Plans Homepage

COVID-19 Safety Plans

Educator Effectiveness Block Grant

ESSER III Expenditure Plan

Expanded Learning Opportunities Grant Plan

Integrated Pest Management Plan

Learning Continuity and Attendance Plan

Library Plan

Local Control and Accountability > Plan



## Our Vision

---

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

## Content

---

Introduction

Vision Areas

Thanks to Santa Clara Unified School District for this fantastic example



Vision 2035



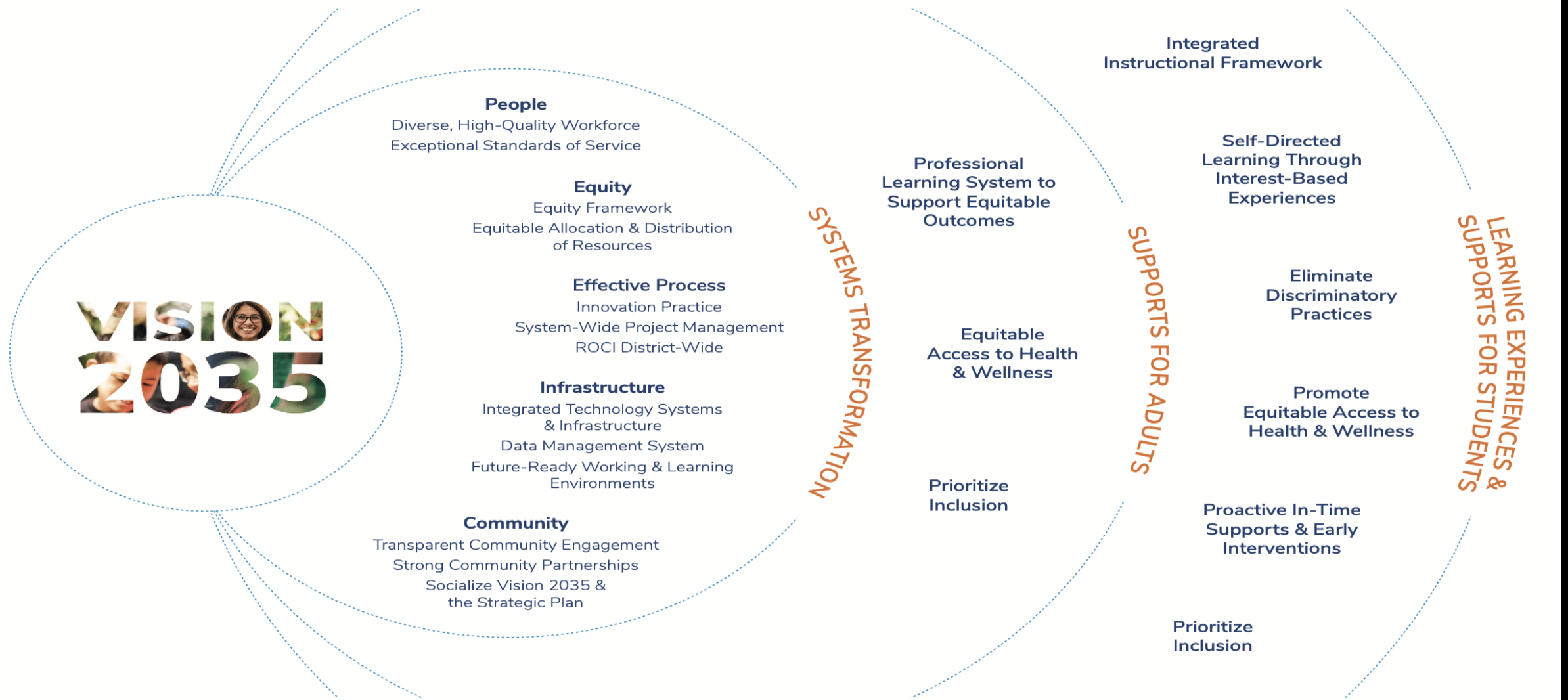
Copy link

# VISION 2035

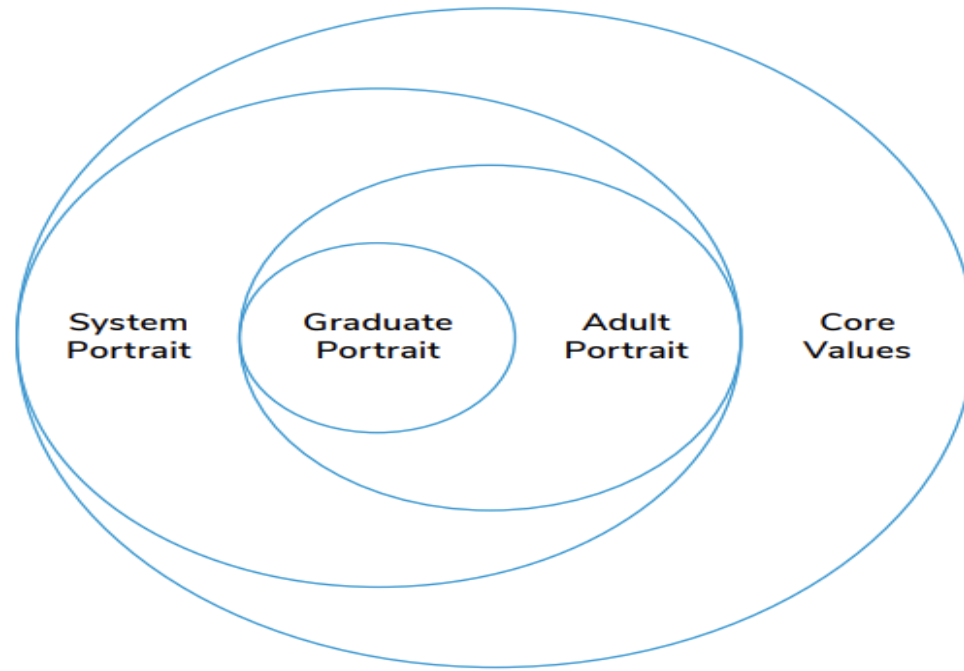




# STRATEGIC PLAN OVERVIEW



# VISION 2035 COMPRISES FOUR MAIN AREAS



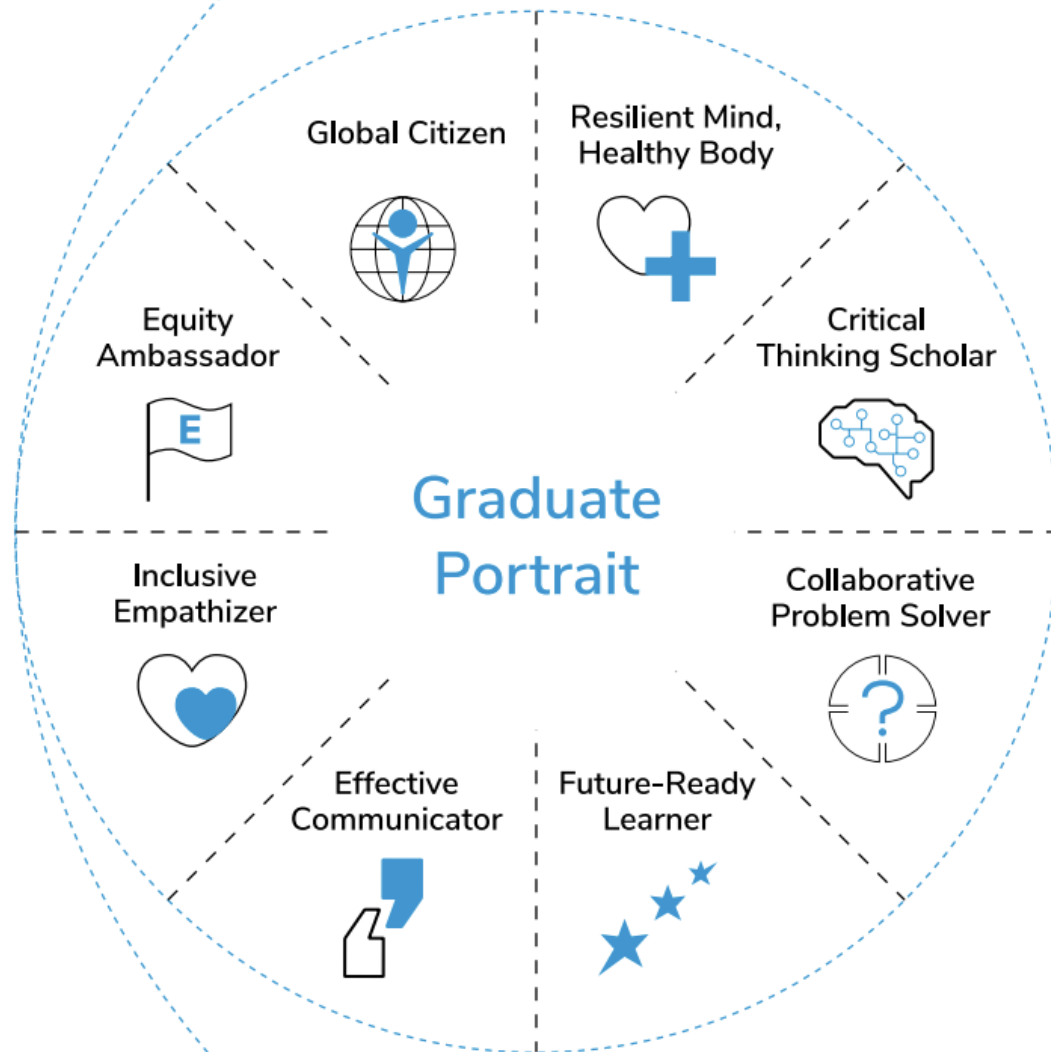
**The Core Values** express the principles that guide the school district's actions in realizing the vision.

**The Graduate Portrait** envisions the outcomes for students—the community's aspirations for what graduates will know, be, and be able to do to thrive in their lives and careers.

**The Adult Portrait** articulates the qualities that the adults working in the school district will exhibit to promote each student's journey toward realizing the Graduate Portrait.

**The System Portrait** focuses on creating the conditions that will enable Santa Clara Unified School District students and adults to thrive and grow, guided by the core values.

System  
Portrait



Adult  
Portrait

---

## COLLABORATIVE PROBLEM SOLVER



Students know how to collaborate effectively with diverse teams to understand problems and develop creative, realistic solutions that address the needs of people and situations.

Students are highly skilled problem seekers and solvers. Through engagement in interdisciplinary, collaborative projects, they know how to identify and describe problems, assess underlying causes, generate creative solutions that meet diverse needs, and implement solutions with an understanding of real-world consequences.

They value teamwork and seek diverse perspectives to understand problems and enhance solutions. They work effectively in teams, with people from diverse backgrounds and experiences, and also with entities such as intelligent machines.

They are cognitively flexible, and knowledgeable about different approaches to problem solving. They are creative and know how to use a variety of tools and techniques to develop fresh, new ideas. They are comfortable managing complexity and ambiguity. They are skilled systems and strategic thinkers, able to anticipate cause-and-effect relationships in systems and identify actions needed to implement solutions. Students augment their problem solving capabilities through the development and use of technology.



---

## FUTURE-READY LEARNER



Students are well prepared for their futures, with key life skills, a strong sense of direction, the ability to plan, and self-directed learning skills that enable them to adapt to a rapidly evolving world.

Students are well equipped for life after graduation. They have productive aspirations for their futures, informed by real-world learning, and work and service experiences. They have broad, practical knowledge of various college and career pathways and are prepared to follow initial steps after they complete high school.

They are able to use technology responsibly to support their learning efforts, be productive, stay healthy, work, and be independent. They are adaptive learners, maintaining competence by recognizing when new learning is needed, and they are equipped with the “how to learn” skills needed to reskill and upskill, thereby maintaining

relevance in a rapidly evolving career landscape. Students are curious and self-reflective, and they see learning as a lifelong journey. They have a growth mindset and believe that goals are attainable and that outcomes can change with effort and learning. They use critical feedback productively to support personal growth, and they take risks, recognizing failure as a natural part of the learning cycle.

They are armed with key career-building skills. They can represent their knowledge, skills, and experiences in a variety of formats and media, effectively prepare for and undergo interviews, and build supportive professional networks, in person and virtually. They have strong productivity skills and can manage team projects—organizing, prioritizing, and planning effectively to meet deadlines. They also have practical knowledge and skills to navigate real-life challenges regardless of their pathway. As a result, they know how to manage their finances responsibly, take care of basic needs, and live independently.

System  
Portrait

Graduate  
Portrait

Adult  
Portrait

World-Leading  
Professional



Student-Centered  
Lifelong Learner



Creative and  
Critical Thinker



Adaptive  
Forward Thinker



The  
Caring Adult



Inclusivity  
Champion



Equity Advocate



Empowering  
Collaborator



---

## INCLUSIVITY CHAMPION



**Adults at SCUSD believe in developing each student's assets and supporting each student in reaching their full potential by achieving and demonstrating the Graduate Portrait elements to the best of their ability.**

Adults are knowledgeable about the diversity of neurotypes (i.e., different types of cognitive processing) and other learning differences, and they have the skills to integrate a range of responsive strategies, options, and accommodations to adapt to students' individual needs. Adults understand how intersectionality—the overlapping identities that combine and intersect in the experiences of marginalized groups, for example, poverty and learning differences—intensifies the prejudices people face. Adults foster inclusion and empathy at every site and every department. They are provided with support and training as needed, to underscore the asset base of each person in the system and the strengths of neurodiversity.

---

## EQUITY ADVOCATE



**Adults at SCUSD are courageous advocates for equity and access, and they work proactively to establish a culture of social and cultural empathy.**

Adults are culturally competent leaders who promote diversity and embrace cultural differences, in both the workplace and the community. They work to become aware of their own biases. They understand the historical roots of racial bias, for example, and are active and intentional about changing injustice.

They collaborate to dismantle inequitable power structures, and to design equitable structures, practices, and processes that improve outcomes for marginalized students. They demonstrate support and respect for coworkers, families, and community members. At school sites, educators use culturally sustaining practices, by incorporating culturally and linguistically relevant content and responsive pedagogy. Adults demonstrate a racial equity and cultural inclusion mindset; respectfully and readily engage with diverse perspectives; and show a willingness to influence and model change.

---

## EMPOWERING COLLABORATOR

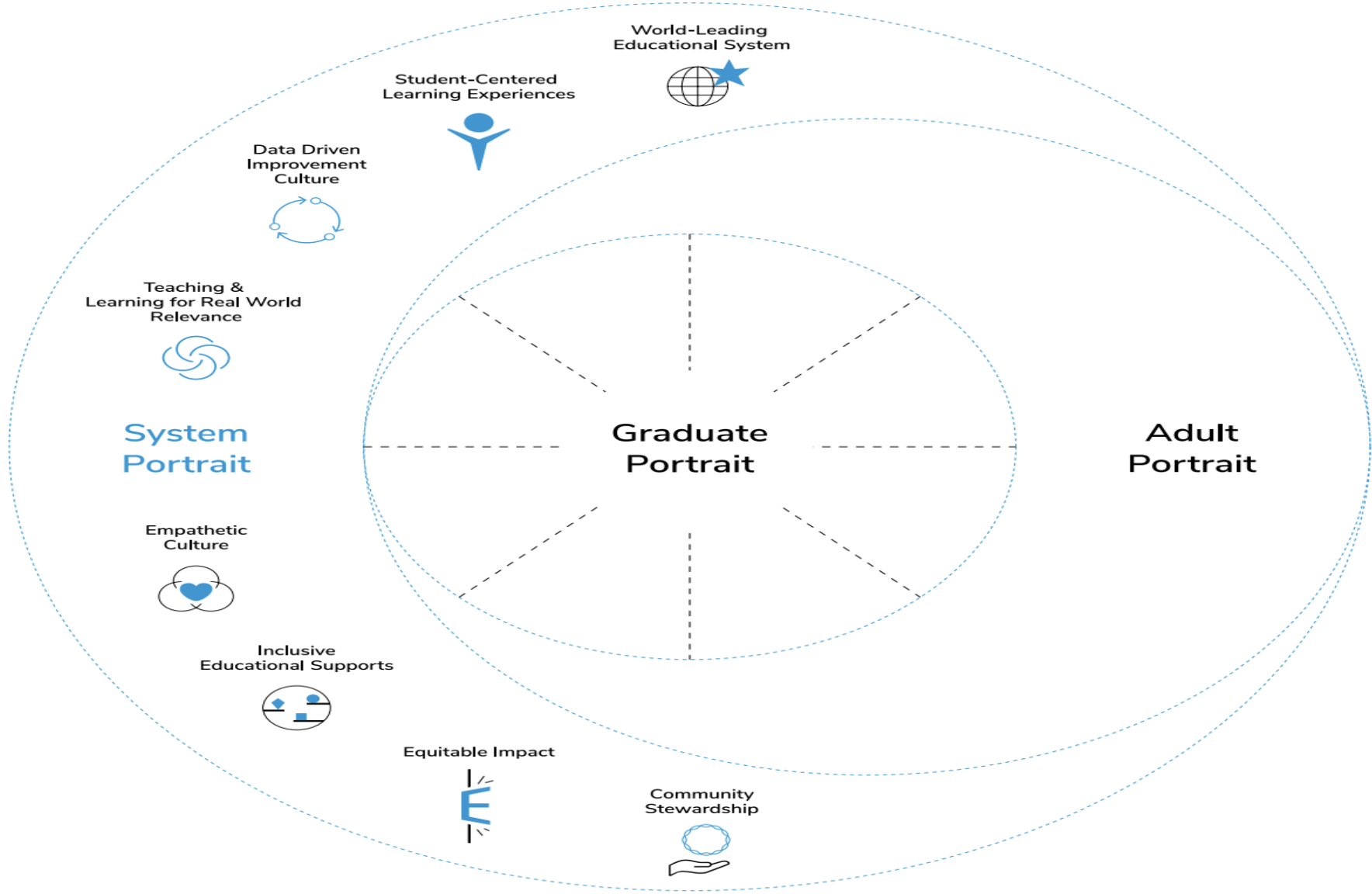


**Adults at SCUSD are active collaborators with students, co-workers, families, and community members because they believe in the value of multiple perspectives and collective effort in improving student outcomes.**

Adults prepare students for teamwork and facilitate collaboration among students and with external partners. They empower students to be confident self-advocates who take ownership of their learning and outcomes while working independently and in groups. Adults model self-advocacy concerning their work and its outcomes, help students understand the value of complementary skills and different roles in teams, and teach them how to navigate team dynamics.

Adults know how to listen deeply and share their expertise constructively. They can play flexible roles, depending upon the needs of a particular project or team, and they work proactively to foster collaboration across sites and departments.





---

## INCLUSIVE EDUCATIONAL SUPPORTS



**SCUSD provides appropriate educational supports to ensure that every student receives an excellent education.**

SCUSD recognizes that learning is a continuum. Therefore, it distributes resources equitably and advances inclusive educational practices that ensure successful learning outcomes for every student. Diversity is intentionally destigmatized, and difference is regarded as a strength by recognizing and showcasing each individual's unique skills, talents, perspectives, and abilities. By embracing diversity and recognizing intersectionality, the district takes into account the overlapping identities that combine in the experiences of marginalized groups in order to understand the prejudices they face and respond with effective solutions. Educational supports are integrated so that every student and educator benefits from—and contributes to—enriching educational experiences.



---

## EQUITABLE IMPACT



**SCUSD intentionally applies culturally and linguistically responsive and sustaining practices to achieve equitable outcomes.**

SCUSD uses data-driven methods to remove barriers and distribute resources to reach its equity goals and ensure the success of historically disadvantaged students. It intentionally disrupts predictive outcomes based on race and ethnicity



by responding to the unique needs of diverse communities. Educators are trained in, practice, and teach the most up-to-date, culturally relevant curricula. Through continuous professional development, all adults are supported in using evidence-based, culturally and linguistically responsive and sustaining practices that enable them to learn, grow, and hone methods that thoughtfully engage students, families, staff, and communities.

---

## COMMUNITY STEWARDSHIP



**SCUSD is a responsible steward of community resources and a collaborative provider of community benefits.**

SCUSD ensures that community fiscal resources are invested responsibly and used to benefit its stakeholders. The district's structures, practices, and culture focus on transparency and accountability, especially to support its most vulnerable families. It encourages students and adults to collaborate as concerned citizens to improve social, environmental, and political conditions, locally and globally. The district partners with others to strengthen the community's collective ability to make decisions proactively and take action to respond to new and existing challenges.





# Core Values

## STUDENTS FIRST

We believe that preparing students to adapt and thrive in a rapidly changing, globally connected world should inform every decision. We believe that incorporating student voice is essential to our success in understanding and meeting each student's needs.

## EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT

We believe that achieving high performance and full potential for both the organization and the individual comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results. We believe in fostering a growth mindset by defining failures as opportunities for learning and continuous improvement.

## INTEGRITY AND ETHICAL STEWARDSHIP

We believe in upholding our fiscal responsibility through integrity and high ethical standards. We gain high levels of trust and foster collective responsibility across our organization, through effective stewardship of our resources and consistent ethical, transparent, accountable behavior and actions.

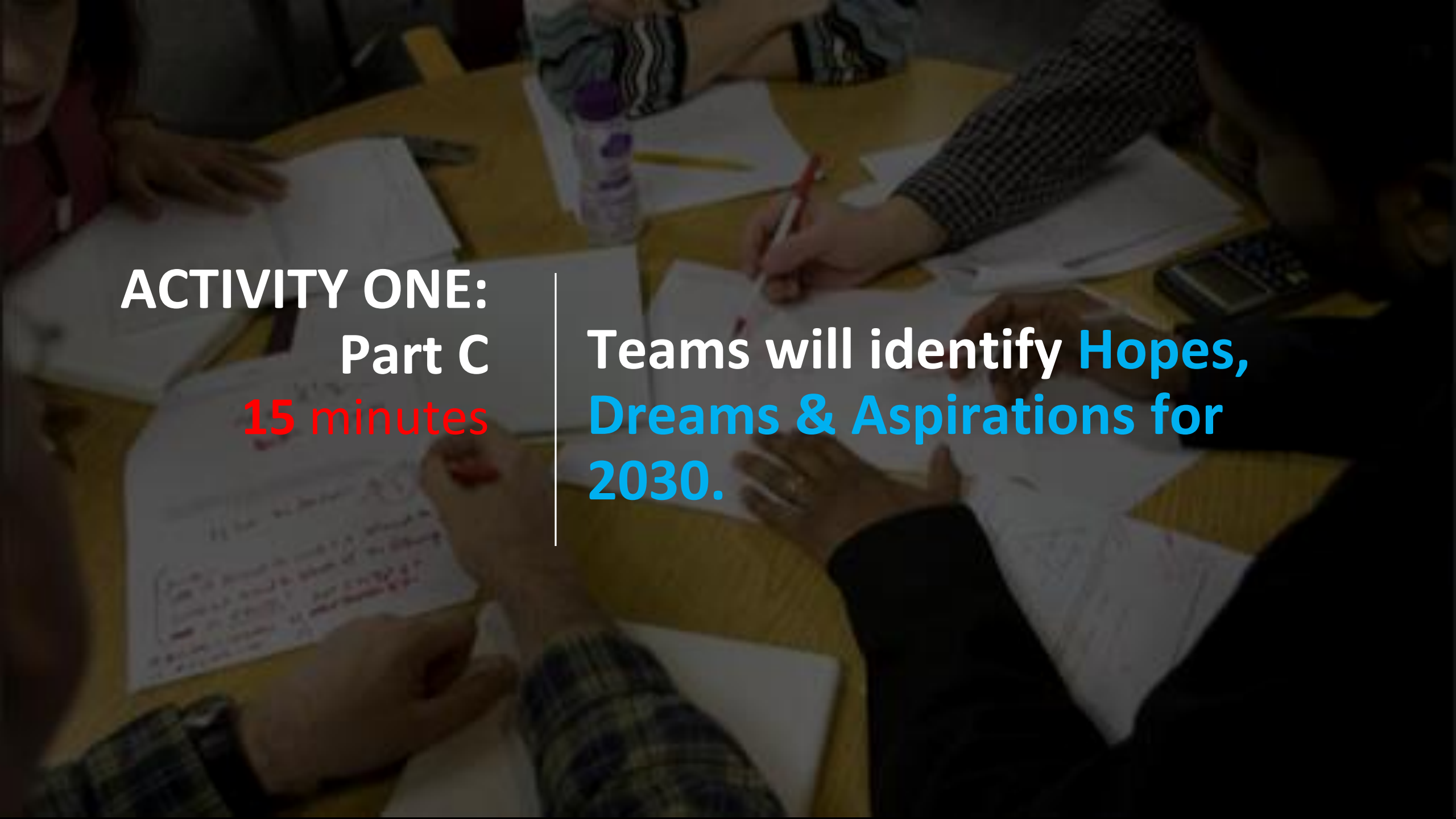
## CONNECTED FAMILIES AND COLLABORATIVE COMMUNITY

We believe that community action is essential to achieving our vision and having a positive impact on student outcomes, including their health and wellness. We serve as a catalyst for a call-to-action with our parents, families, and community. Through support, engagement, involvement, and collaboration, we leverage our multiple perspectives and collective genius, develop better solutions, and deepen our shared commitment to success.



# WHERE WE WANT TO BE IN 2035





**ACTIVITY ONE:**  
**Part C**  
**15 minutes**

Teams will identify **Hopes, Dreams & Aspirations for 2030.**

**HOPES**

**DREAMS**

**ASPIRATIONS**



# VISION 2035

Characteristics, IL Vision 2035,  
and Hopes, Dreams and  
Aspiration ideas that lead to  
Visionary Out-of-the box thinking



Record ideas:



**BREAK  
15 MIN**



## ACTIVITY ONE:

### Part D

15 minutes

Rethinking High  
School

XQ Resources

Student Agency

Teams will learn about the importance of rethinking high school, XQ resources, and student agency-engagement, ownership, voice, and choice.

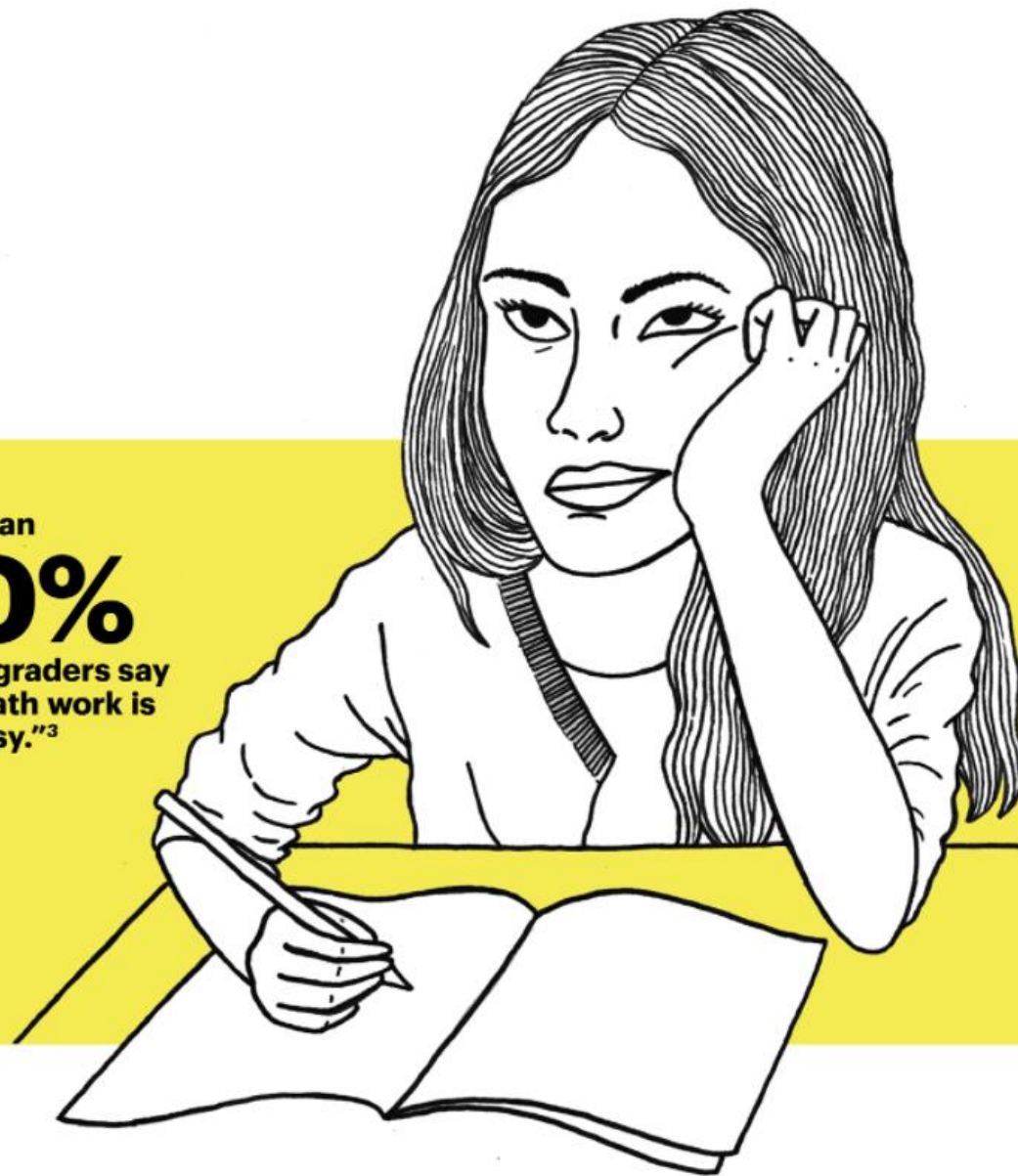




# IT'S TIME TO RETHINK HIGH SCHOOL

America needs high schools that prepare students for the future. And there's no time to waste. Let's do this, together.

More than  
**50%**  
of 12th graders say  
their math work is  
"too easy."<sup>3</sup>



**34%**  
of 12th graders  
say they are  
engaged in school.<sup>4</sup>

**44%**  
of 11th graders say  
they are excited  
about the future.<sup>5</sup>

**From**

**Boring**

**Traditional**

**Memorization**

**Book Driven**

**Traditional**

**Test driven**

**To**

**Real Life**

**Innovative**

**Application**

**Multi source Driven**

**Real Life**

**Interest Driven**

By redesigning traditional approaches to high school, XQ schools are working to prepare students for a brighter future. These six principles, updated in fall 2019 to reflect lessons learned since our launch in 2015, are fundamental to every XQ school. Each school manifests these principles in its own unique way.





## **STRONG MISSION AND CULTURE**

A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.



## **MEANINGFUL, ENGAGED LEARNING**

Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.



## **CARING, TRUSTING RELATIONSHIPS**

Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.



## **YOUTH VOICE AND CHOICE**

An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.





## **SMART USE OF TIME, SPACE, AND TECH**

Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.



## **COMMUNITY PARTNERSHIPS**

Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.



# LEARNER OUTCOME AREAS

The XQ Learner Goals are more than aspirational statements. They comprise concrete, relevant knowledge and skills that all XQ students will master as they prepare for an ever-dynamic, increasingly complex 21st century world. The XQ schools, in partnership with CREDO at Stanford, are working to develop a set of common outcome areas, measures and metrics that will enable schools to deeply understand students' growth and development, and also communicate what they learn to the entire nation.

## LITERACIES

### 1.1 Reading

### 1.2 Writing

### 1.3 Numeracy

### 1.4 Global and multicultural literacy

### 1.5 Digital and technological literacy

XQ students will master the academic core necessary to succeed in college, career, and life: fundamental LITERACIES of critical reading, effective writing, mathematical and statistical reasoning, the capacity to navigate a complex and diverse global environment, and the ability to understand, create, apply, and communicate complex material in speaking, writing and digitally, and fluency in application.

## KNOWLEDGE DOMAINS

### 2.1 STEM

### 2.2 Humanities

### 2.3 Society and civic engagement

XQ students will be fluent in the KNOWLEDGE DOMAINS necessary to understand the world and society, prepare for careers, enjoy and engage in creative endeavors, and participate in building and sustaining thriving communities and democratic society: the STEM fields, the arts and humanities, history, social studies, and civics.

## WAYS OF THINKING

### 3.1 Synthesis

---

### 3.2 Analysis

---

### 3.3 Application

---

### 3.4 Creativity

XQ students will develop WAYS OF THINKING that equip them to remain agile and resilient when facing rapidly changing circumstances of adversity or opportunity: understanding and synthesizing across diverse bodies of knowledge, analyzing with incisiveness, applying knowledge in novel settings, and creatively generating new ideas and fresh perspectives.

## COLLABORATIVE CAPACITIES

### 4.1 Self-awareness

---

### 4.2 Social awareness

---

### 4.3 Interpersonal skills

---

### 4.4 Social negotiation

XQ students will hone a set of COLLABORATION SKILLS in the service of co-creating solutions to local, societal, and global challenges: self-awareness and social awareness of one's own power and potential and that of others, relationship skills that leverage one's own and others' strengths and talents, and openness to inquiry to understand, respect, navigate, and celebrate diverse viewpoints and experiences.

## LEARNING FOR LIFE

### 5.1 Self management

---

### 5.2 Self-directed learning

---

### 5.3 Social agency

XQ students will embrace an orientation of LEARNING FOR LIFE: students will manage and direct their own best learning strategies and environments, adopt a mindset of effort and persistence, recognize their potential to affect the world around them, cultivate curiosity, pursue interests, and continuously invent their own paths, careers, and lives.

# The ultimate goal.

**Developing XQ Learners**—students who are deeply engaged in their own learning and fully prepared for all that the future has to offer

This blueprint is not exhaustive — it is meant to illustrate how deep, rigorous, and interconnected XQ learning really needs to be.

## Masters of all fundamental literacies.

- + Building the academic core necessary to prepare for college, career, and life.
- + Critical readers.
- + Compelling writers.
- + Mathematical and numeric thinkers.
- + Data and visual thinkers.

## Generous collaborators for tough problems.

- + Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others.
- + Essential co-creators—because of what they bring, and how they show up.
- + Inquisitive world citizens who seek out—and respect—diversity and diverse points of view.

## Holders of foundational knowledge.

- + Curious people who are knowledgeable about the world. Its history and culture. Its sciences and underlying mathematics. Its biology and cultural currency.
- + Engaged participants who are key to creating a more just and functional democracy—who participate fully in all America has to offer.

## Original thinkers for an uncertain world.

- + Sense-makers—dealing with conflicting knowledge.
- + Generative thinkers—creating many ideas in ambiguous and new situations.
- + Creative thinkers—reframing, imagining, and seeing problems from different perspectives.

## Learners for life.

- + Self-driven, self-directed. Curious learners—about themselves, and the world.
- + Inventors of their own learning paths, careers, and lives.

# Michigan's TOP 10 Strategic Education Plan



## GUIDING PRINCIPLES

1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
2. All educators are encouraged to be creative and innovative. All educators are adequately compensated and respected for their professionalism, and have the resources, support, and training needed to educate students.
3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
4. All students are provided every opportunity to achieve the broadest range of life dreams.
5. Families and communities are essential partners of teachers, support staff, and administrators in the education of students.
6. In support of students and their achievement, the Michigan Department of Education is coordinated, aligned, and properly resourced, and collaborates with school districts and a wide range of partners and stakeholders.

## MISSION

Support learning and learners

## VISION

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.



## GOALS

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding



## METRICS

Metrics are a critical component of the Top 10 Strategic Education Plan. Metrics have been identified for each goal and will be reviewed and reported annually.

*To learn more about how your organization can contribute to the success of the strategic education plan, or how MDE can support your efforts, visit the [MDE website](#).*







**What is the power of student agency?**

**Why should we consider student agency in our Preferred Future Statement?**

**What words inspire that concept?**



**Student Agency:**

**What provides student agency or responsibility for their learning?**

## ENGAGEMENT RUBRIC

DEEP ENGAGEMENT	ENGAGEMENT	ACTIVE / STRATEGIC COMPLIANCE	PASSIVE / RITUAL COMPLIANCE	PERIODIC COMPLIANCE / RETREATISM	RESITANCE / REBELLION
<p>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.</p> <p>Students persist with the task and will learn at high or profound levels.</p> <p>Learning transcends the formal educational structures.</p>	<p>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.</p> <p>Students persist with the task and will learn at high levels.</p>	<p>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 outcome or results that do have value (such as grades).</p>	<p>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 meeting the minimum requirements. Students will learn at low, superficial levels.</p>	<p>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 ritual behavior or rebellion.</p>	<p>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 and sometimes negative attitudes towards formal education.</p>

*Harvey F. Silver & Matthew J. Perini, The Eight C's of Engagement*

*Phillip Schlechty, Engaging Students*

Handout p. 11

**Engagement = Commitment**

# The World Economic Forum Education 4.0 Framework

Content (built-in mechanisms for skills adaptation)

Experiences (leveraging innovative pedagogies)

### Global citizenship skills

To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.



### Innovation and creativity skills

To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems-analysis.



### Technology skills

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.



### Interpersonal skills

To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).



### Personalized and self-paced learning

From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.



### Accessible and inclusive learning

From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.



### Problem-based and collaborative learning

From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.



### Lifelong and student-driven learning

From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.



# Innovative Pedagogies

Pedagogy is the combination of teaching approaches and learning principles that underpins education systems. While many different approaches exist, much literature has emerged suggesting five key approaches for driving innovation in education systems:

1. Playful: an approach that creates joyful experiences to enable children to find meaning in learning through active thinking and social interaction. It includes free play, guided play, and games.<sup>1</sup>
2. Experiential: an approach that integrates content into real-world applications. This approach includes project based and inquiry-based learning.<sup>2</sup>
3. Computational: an approach that supports problem-solving enabling students to understand how computers solve problems.<sup>3</sup>
4. Embodied: an approach that incorporates the physical body into learning through movement.<sup>4</sup>
5. Multiliteracies: an approach that focuses on diversity and the multiple ways in which language is used and shared and connects learning to cultural awareness.<sup>5</sup>

# DESIGN39CAMPUS

*The future is a place we create!*

OUR BLOG

# INVESTIGATE a Preferred Future- Homework

Gain a deep understanding of the **three articles** chosen by the District's and Electronically learn about **three schools/districts** who are inventing a modern approach to teaching and learning. Discover how their approach is similar or different to our current approach.



# Homework Investigations

## Articles

## School Sites

### **10 PRINCIPLES FOR SCHOOLS OF MODERN LEARNING**

The Urgent Case for Reimagining Today's Schools





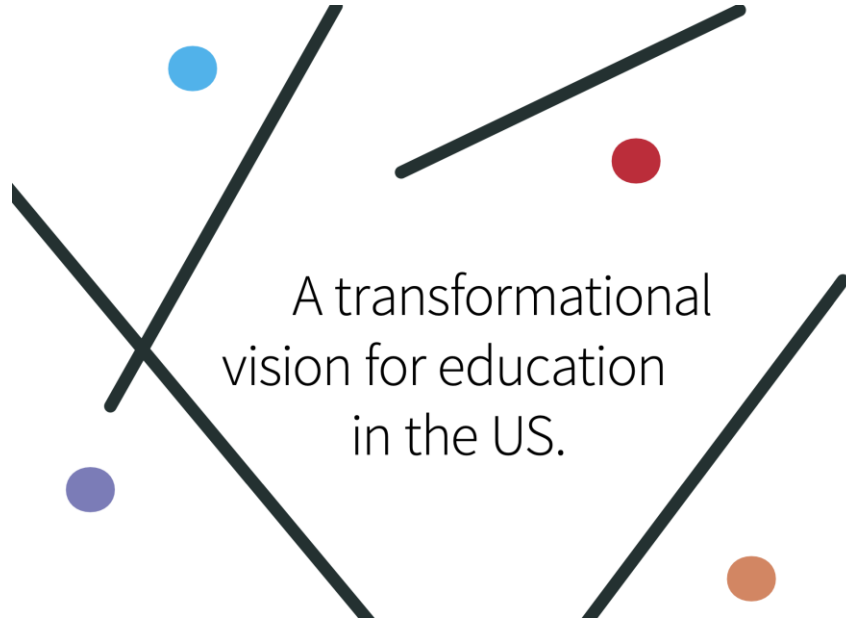
The background image shows a group of people sitting around a wooden table, looking at and pointing to various papers and documents. The scene is brightly lit, suggesting an indoor setting like a classroom or meeting room. A prominent yellow text box with a black border is overlaid on the right side of the image.

**ACTIVITY  
TWO:  
60 minutes  
Investigation**

Teams will **jigsaw the three articles read** and share their 5 key concepts.

*Teams will jigsaw the three investigation sites previewed and share their 5 key concepts.*

**A**



A transformational  
vision for education  
in the US.

**B**

# 10 PRINCIPLES FOR SCHOOLS OF MODERN LEARNING

The Urgent Case for Reimagining Today's School



**C**

## Schools as **Community Infrastructure**



**D**

**FORGING  
THE FUTURE  
OF LEARNING**

THE KIDS HAVE  
A LOT TO SAY

# Homework Articles

A



Our Mission

Rethink high school so every student graduates to succeed in life.

We believe young people everywhere deserve vibrant high schools, where students can grow to the fullest as civic participants, critical readers, proactive problem solvers, original thinkers, generous collaborators, and learners for life.

About XQ [➤](#)

B



C



D



# Homework Investigations

# What might help us better define what we want to become?

## Article Key Concepts

- 1
- 2
- 3
- 4
- 5

## Site Key Concepts

- 1
- 2
- 3
- 4
- 5



Student Agency ideas  
that lead to Visionary  
Out-of-the box thinking



**Record ideas:**



**VISION**



## EASTPOINTE'S **North Star**

---

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.



The Strategic Plan Team will explore how schools  
can best *prepare students for their future.*



# How do we **ACT** on our Preferred Future?



## Mission

**We inspire success, confidence and hope in each student.**

## Vision

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- create places to learn and work where staff and students are happy, recognized and fulfilled
- engage all students and staff to achieve the high expectations of the Peel board
- offer all students a range of learning programs to help them discover their passions and potential
- be a leader in the use of technology to encourage creative and innovative learning
- provide equity of access and opportunity for students and staff to learn, work and succeed
- openly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve

## Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working—environments that prepare students to be empathetic citizens of the world.

- We **care** by being compassionate and kind towards all members of our community.
- We are **cooperative**—committed to working collaboratively and valuing the contributions of others for a common purpose.
- We value **honesty** by demonstrating integrity in our words and actions. We are truthful and trustworthy.
- We respect differences, and treat everyone fairly and equitably—we are **inclusive**.
- By treating others, ourselves and our environment with high regard and value, we are **respectful**.
- Being accountable and reliable in our actions and commitments demonstrates we are **responsible**.

## Our Mission, Vision and Values

At the Peel District School Board, everything we do is designed to help all students achieve to the best of their ability. We have the incredible opportunity to inspire a smile in each student. Our collective, daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values, we build positive places for learning and working...together.



**ACTIVITY  
FOUR**

**60 minutes**

Portrait of the  
Future

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



System  
Portrait

Graduate  
Portrait

Adult  
Portrait

Core  
Values

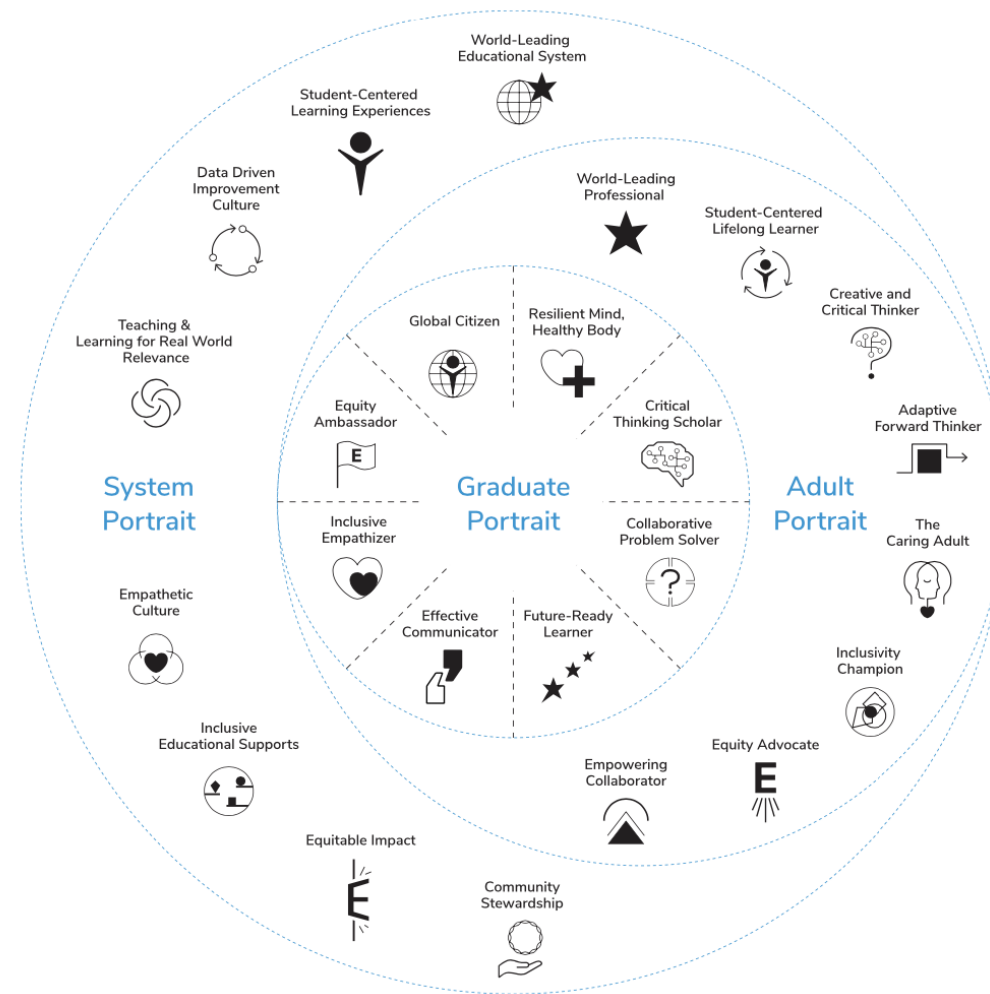
# Vision 2030

Thanks to the Santa Clara Unified School District and their Vision 2035 process



EASTPOINTE  
COMMUNITY SCHOOLS

# OPPORTUNITY TO DRAFT OUR PREFERRED FUTURE





**LUNCH**  
**45 minutes**

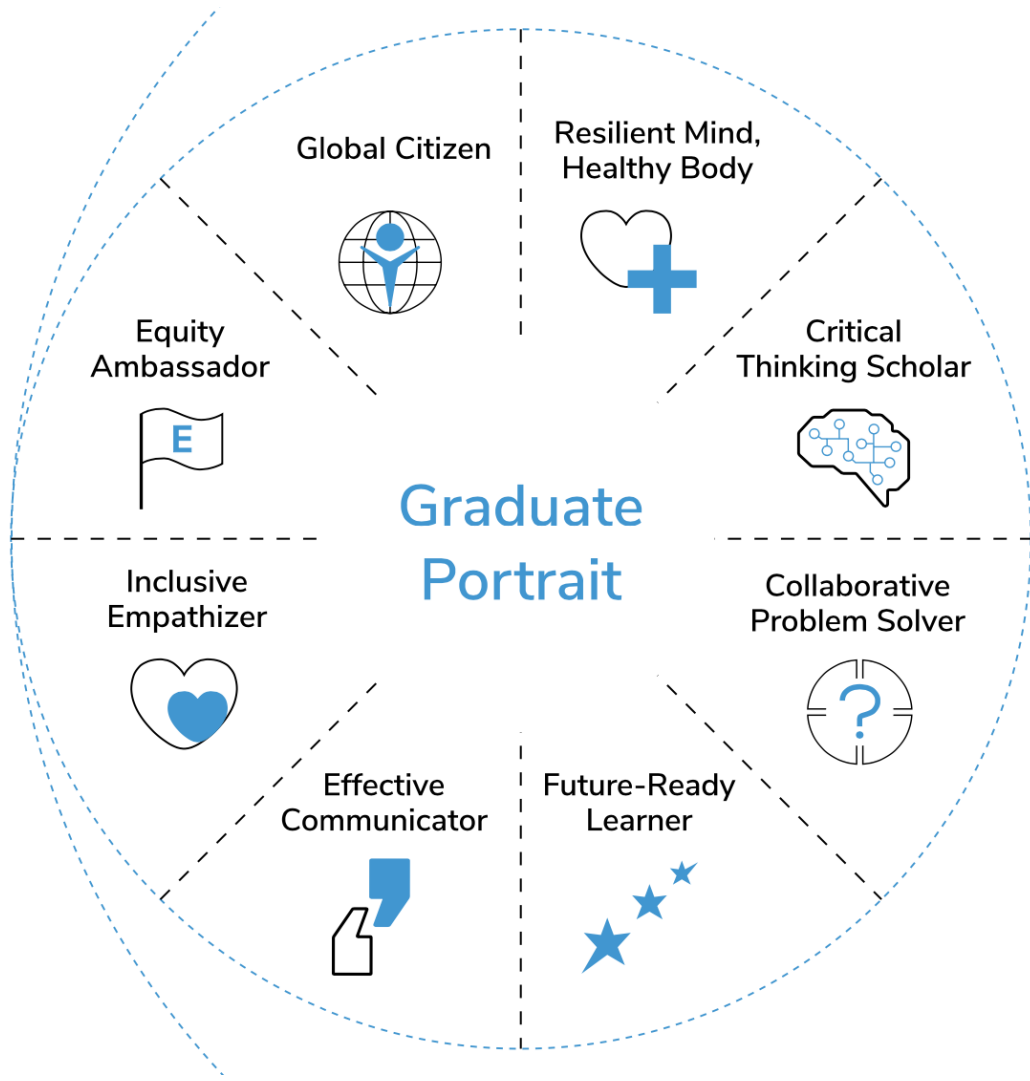
---



## ACTIVITY 5

**75** minutes  
Forecasting the  
Future

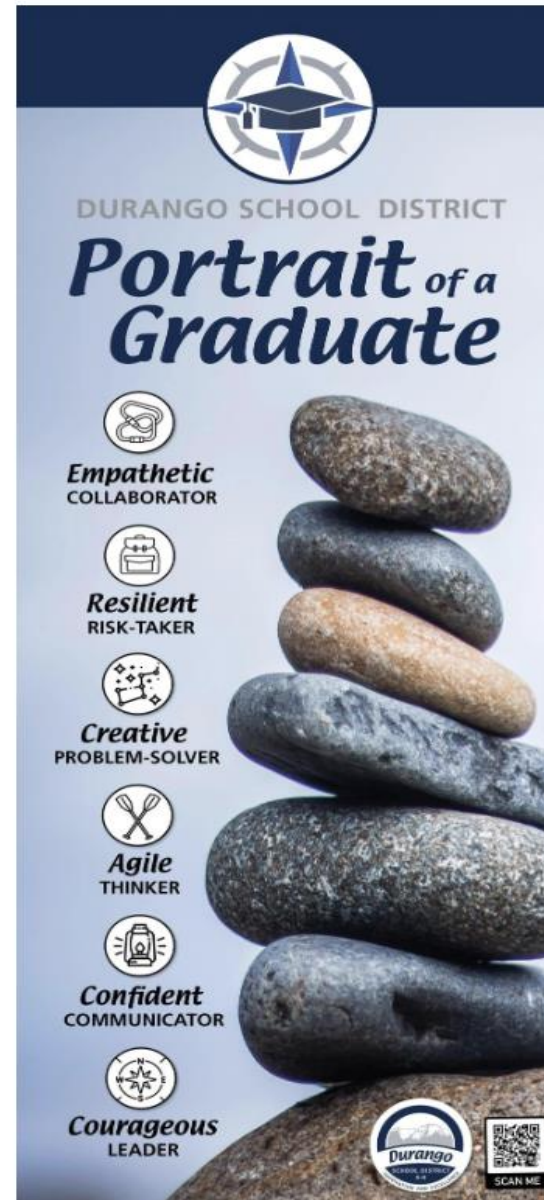
Teams will draft key  
characteristics for a *Graduate,  
Adult, and System Portrait*



# Durango School District

## Portrait of a Graduate

A wayfinder to balance skills on the path to success



After six months, 36 community meetings, and more than 6,800 engaged participants, Durango School District 9-R's Board of Education approved a Portrait of a Graduate plan on May 24, 2022. This vision guides the district as a "north star" to prepare students for life after school. When students graduate, that's really just the beginning.

"This is a shared vision of what qualities our graduates need to possess in order to be positive contributors to society and have a good quality of life," said Durango School District 9-R Superintendent Dr. Karen Cheser. "Portrait of a Graduate adapts the traditional model of education to evolve in an ever-changing world."

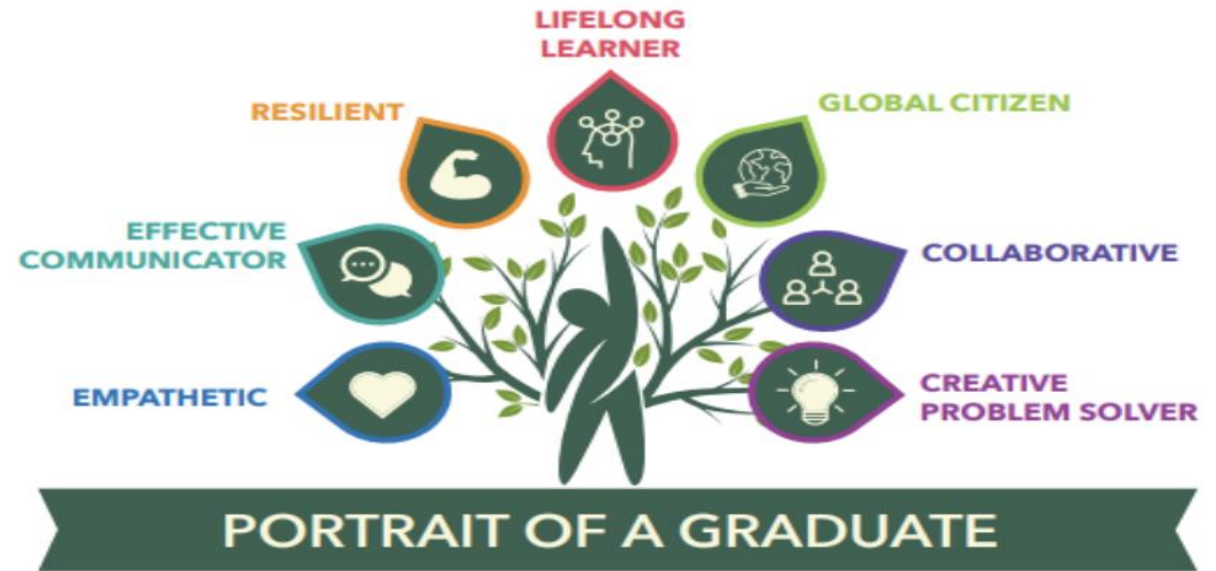
An infographic featuring a cairn – a vertical stack of rocks – serves as a visual metaphor for Portrait of a Graduate. Cairns are familiar to hikers navigating local trails, and for students it will represent "a wayfinder to balance skills on the path to success."

Here are the six competencies (a combination of dispositions and skills) that the community identified:

- **Courageous Leader:** Responsible, productive community member who takes initiative
- **Creative Problem-Solver:** Entrepreneurial, innovative, solution-focused design thinker
- **Confident Communicator:** Successful writer, speaker, listener, and digital content producer
- **Agile Thinker:** Curious, flexible, critical thinker exhibiting a growth mindset
- **Empathetic Collaborator:** Compassionate, inclusive connector focused on interdependence
- **Resilient Risk-Taker:** Self-aware, persistent, and hopeful future-planner



# Winnetka School District



## *A Winnetka Graduate is ...*



### **...EMPATHETIC.**

- Demonstrates awareness and understanding of others' perspectives, feelings, experiences, and cultures.
- Makes authentic connections with others. Shows fundamental regard for the dignity and value of every individual.



### **...AN EFFECTIVE COMMUNICATOR.**

- Confidently articulates thoughts and ideas using oral, written, and nonverbal communication skills.
- Actively listens and evaluates perspectives and positions.



### **...RESILIENT.**

- Demonstrates agility and adaptability when facing challenge or setbacks.
- Extends grace to self and others in a mindful, healthy manner.



### **...A LIFELONG LEARNER.**

- Engages with and applies rigorous academic content in meaningful ways.
- Intrinsically motivated to strive for personal growth and achievement.



### **...COLLABORATIVE.**

- Honors, leverages, and recognizes the strengths of others to effectively build collective commitments or actions.
- Seeks feedback and makes valuable contributions.



### **...A CREATIVE PROBLEM SOLVER.**

- Challenges the status quo and seeks to curiously activate original and inventive thinking.
- Bravely takes risks and develops, organizes and manages new initiatives, and/or ventures.



### **...A GLOBAL CITIZEN.**

- Values and embraces diversity through mutual respect.
- Contributes to the betterment of society through responsible civic engagement.
- Initiates action to solve problems that impact the community and world.

What are the skills to ensure student success?

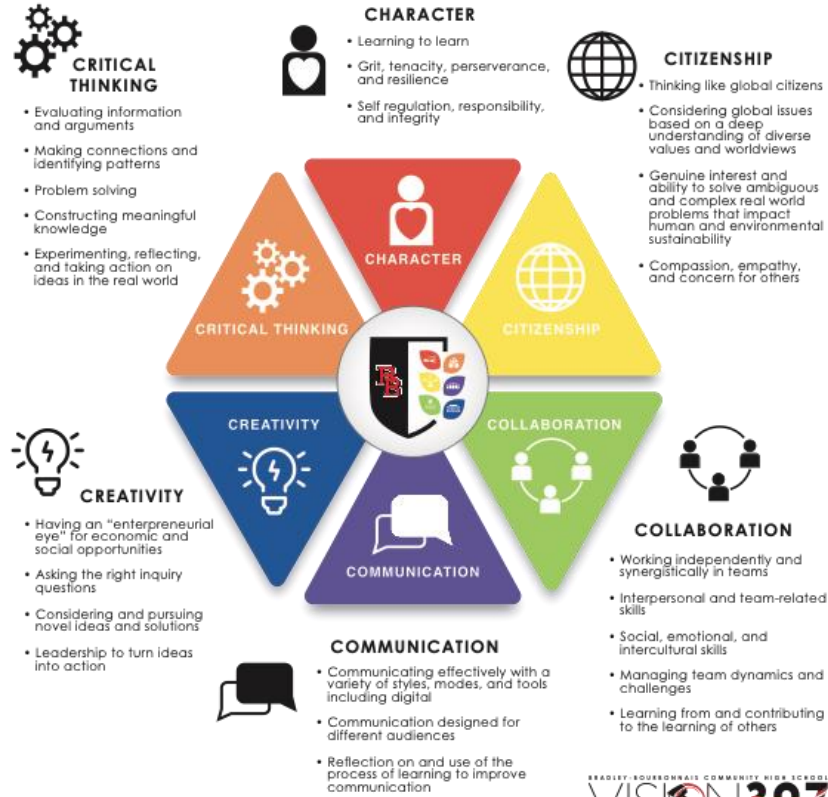
---





BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL  
**PORTRAIT OF A GRADUATE**  
 EMPOWERING STUDENTS ON THEIR PATHWAY TO SUCCESS

This profile describes the expectations our district believes are required of successful leaders who graduate from BBCHS. A BBCHS graduate embodies...



Copyright © 2014 by New Pedagogies for Deep Learning™ (NPDL)

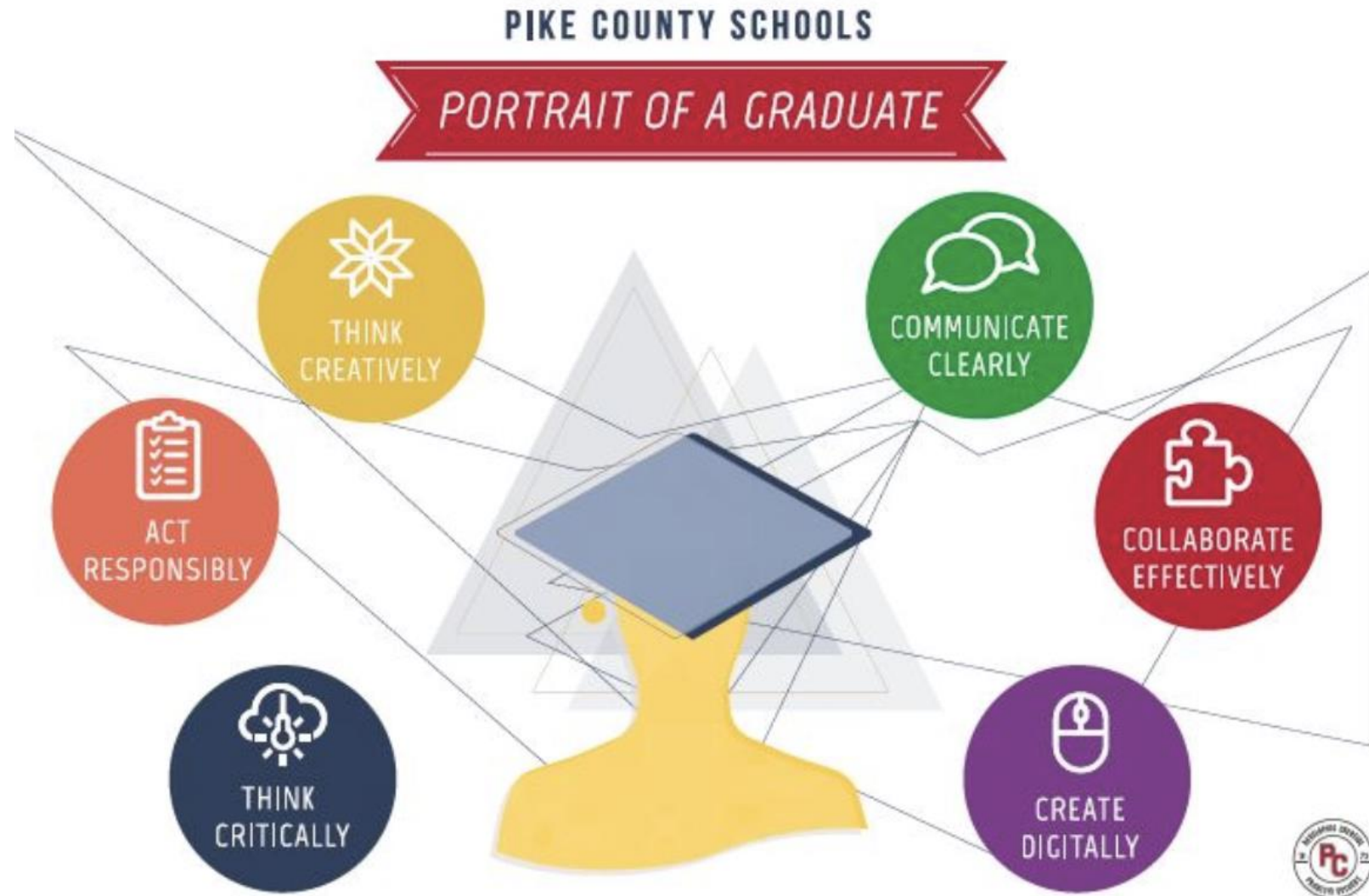


ALL STUDENTS WILL GRADUATE **COLLEGE AND/OR CAREER READY**

GRADE	ACADEMIC	SOCIAL / EMOTIONAL	CAREER / LIFE SKILLS
12	Accomplishes one or more indicators of college/career readiness		Demonstrates workplace soft skills
11		Identifies and demonstrates resiliency in life events	Documents learning and career goals in an electronic academic career plan
10		Effectively express own viewpoints and interprets diverse perspectives	
9	Earns 6 credits including 1 in Algebra (or higher) and 1 in science		Maintains school/class attendance rate of 97%
8	Scores proficient or advanced on District writing assessment	Respects and supports diversity	Documents learning and career goals in an electronic academic career plan
7	Demonstrates algebra readiness	Demonstrates empathy	Contributes to community through class-based or individual project
6		Identifies and demonstrates resiliency in life events	Maintains school/class attendance rate of 97%
5	Attains proficient or advanced level on state reading and math tests		Contributes to the community through a school-based project
4		Resolves conflicts appropriately	Documents learning and goals in an electronic academic career plan
3	Attains proficient or advanced level on state reading and math tests		
2			
1	Scores at or above benchmark on reading measures	Understands and demonstrates appropriate interpersonal and social behavior	
K			Attends school 97% of the time or more
4K		Regulates own emotions	

EDUCATE EVERY STUDENT TO SUCCEED

# What are the skills to ensure student success?



# KEY QUESTIONS for a Graduate Portrait :

**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 members take pride in and hope to pass on to their students and children?**



**Graduate (Student) Portraits Characteristics  
(Circle 10- at least 1 in each row)**

Critical Thinker	Creative Problem Solver	Innovator & Risk Taker	Lifelong Learner
Self-Sufficient	Empowered & Respected	Perseverant & Patient	Adaptable & Resilient
Growth Mindset	Personally Responsible	Confident & Secure	Positive Well-being
Confident Communicator	Global Citizen	Engaged Collaborator	Engaged Citizen
Equity Ambassador	Digitally Literate	Future-Ready Learner	Inclusive Empathizer

Other: Courageous Leader, Social Justice, Anti-Racism (Add yours)

**Graduate (Student) Portraits Characteristics  
(Circle 10- at least 1 in each row)**

Critical Thinker	Creative Problem Solver	Innovator & Risk Taker	Lifelong Learner
Self-Sufficient	Empowered & Respected	Perseverant & Patient	Adaptable & Resilient
Growth Mindset	Personally Responsible	Confident & Secure	Positive Well-being
Confident Communicator	Global Citizen	Engaged Collaborator	Engaged Citizen
Equity Ambassador	Digitally Literate	Future-Ready Learner	Inclusive Empathizer

Other: Courageous Leader, Social Justice, Anti-Racism (Add yours)

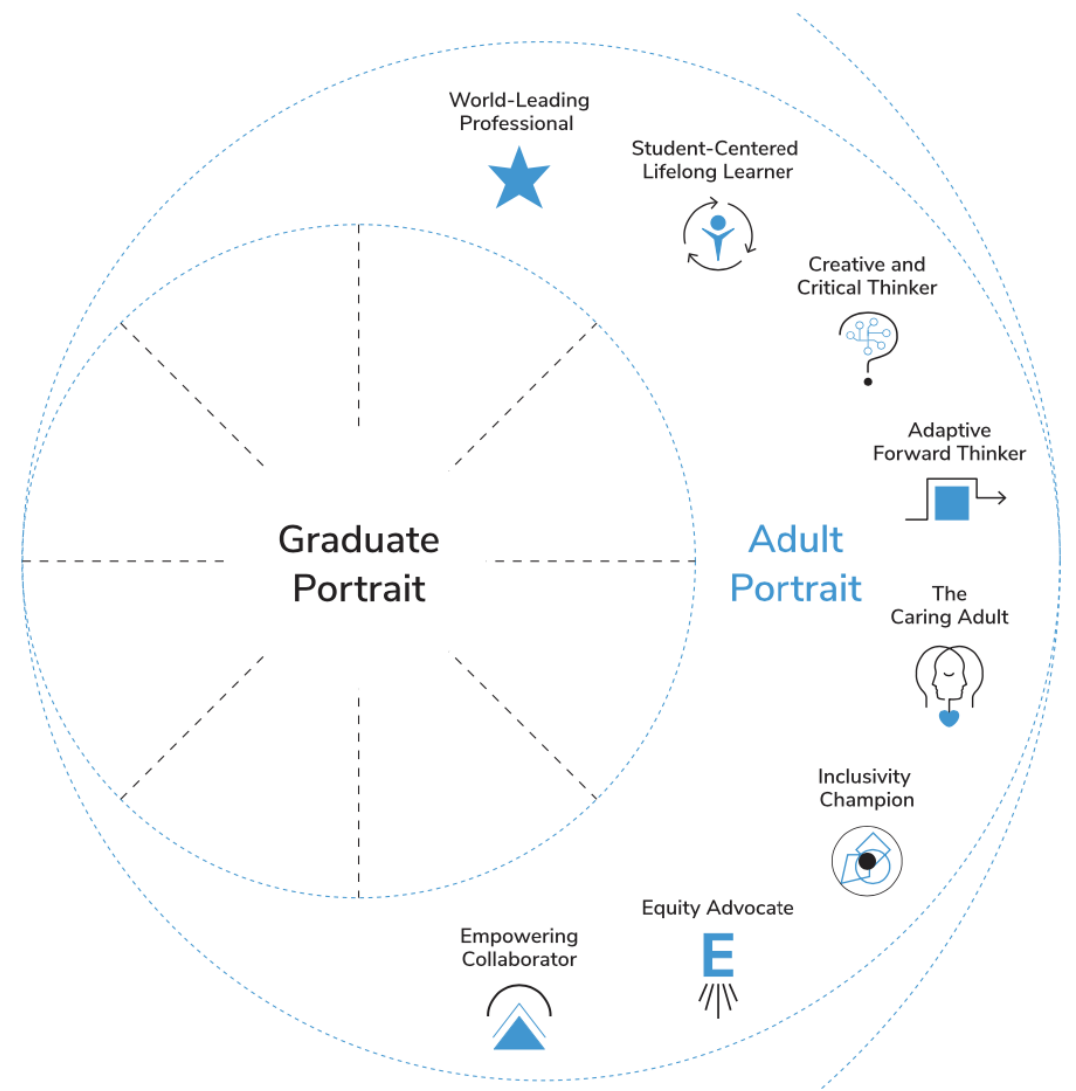
# Our team's TOP TEN Graduate Portrait



EASTPOINTE  
COMMUNITY SCHOOLS



# ADULT PORTRAIT





Growth  
Mindset

Problem  
Solver

Skilled  
Communicator

**TEAM**

Digitally  
Literate

Passionate  
&  
Empathetic

Team  
Player



**Portrait of an ADULT. This Portrait describes the expectations our District believes are required of adults who ensure all students are successful. A CCHS adult embodies:**



# ADULT PORTRAIT

- Leading Professional Development
- Student Centered Lifelong Learner
- Creative and critical Thinker
- Adaptive Forward Thinker
- Caring and Compassionate Adult
- Inclusivity Champion
- Equity Advocate
- Empowering Collaborator

# Adult Portrait



In this model, teams that excel in 5 main areas are more likely to be high-functioning, cohesive teams:

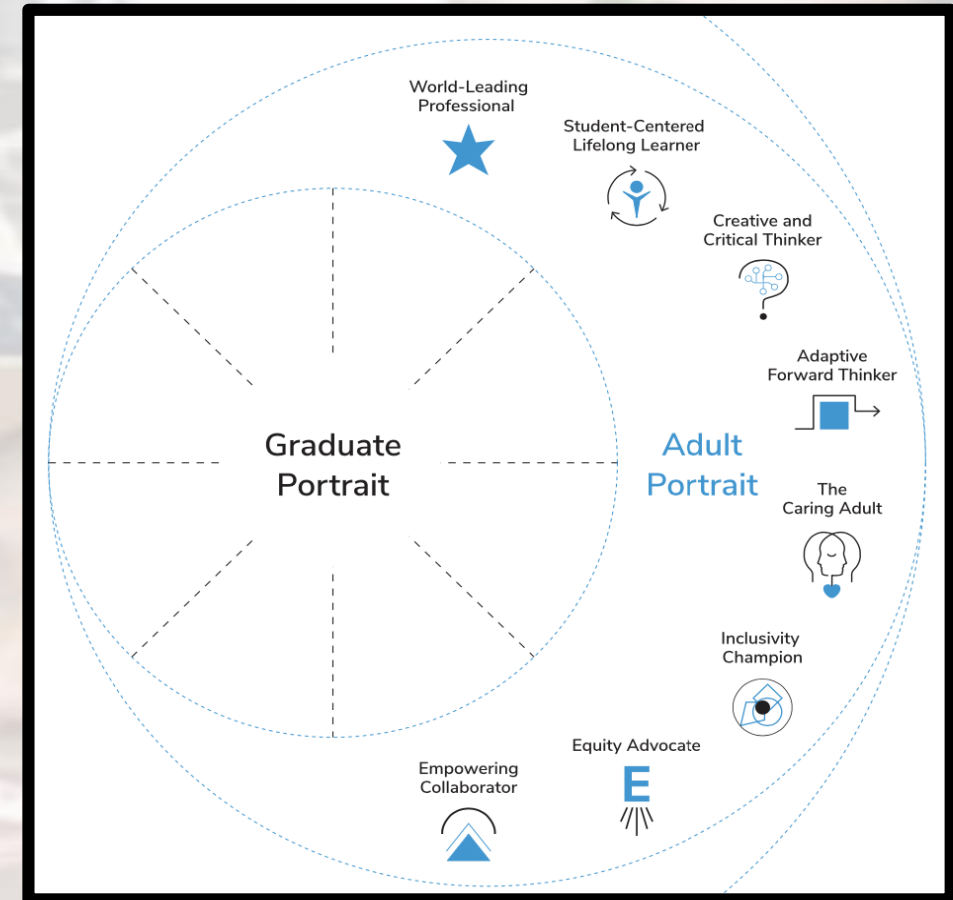


The Five Behaviors of a Cohesive Team™ Model

1. Trust
2. Conflict
3. Commitment
4. Accountability
5. Results

# Educator Portrait Summary

- **Innovative, Creative, & Forward Thinker:** D87 Employees embrace change and continuously use best instructional practices to challenge and grow each scholar.
- **Problem Solver and Critical Thinker:** D87 Employees use data and critical thinking skills to solve problems and make decisions in the best interest of their students.
- **Equity & Inclusionary Advocate:** D87 Employees promote diversity, embrace cultural differences, and foster inclusion, engagement, and empathy.
- **Adaptive & Resilient Professional:** D87 Employees hold high expectations, work to continuously improve their practice, and build trust by being consistent, flexible, and reliable.
- **Student Centered Life-long Learner:** D87 Employees listen to students and develop the ability to apply meaningful feedback to support students in becoming self-directed learners.
- **Responsible & Accountable Leader:** D87 Employees are team players, make decisions in the best interests of students, and take responsibility for both student growth and proficiency.





# KEY QUESTIONS

## for an 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>

**Other: Reflective, assess & Evaluate Student Learning, Build on Strengths of Learners  
(Add yours)**

**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>

**Other: Reflective, assess & Evaluate Student Learning, Build on Strengths of Learners  
(Add yours)**

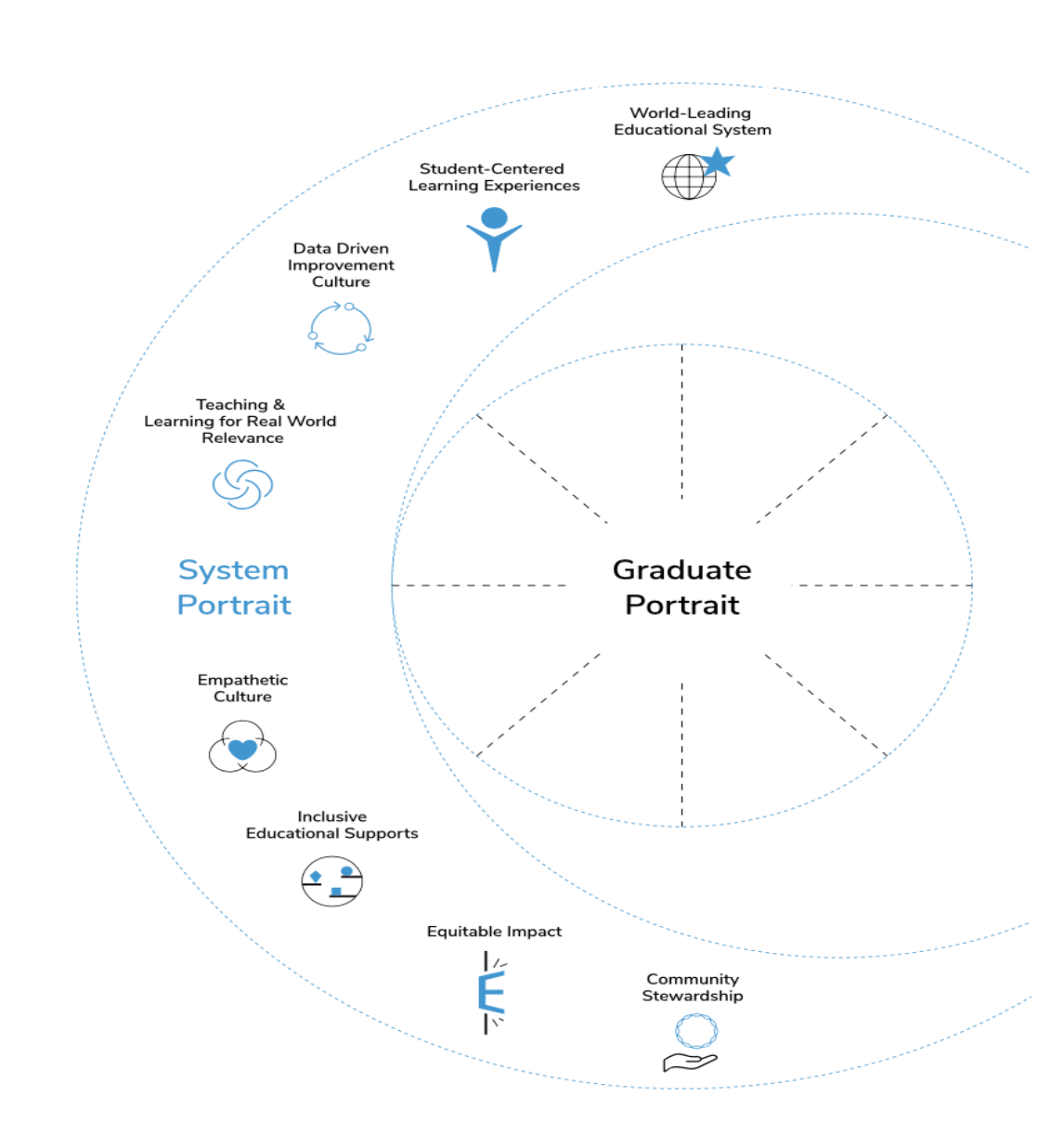


# Our team's TOP TEN Adult Portrait



EASTPOINTE  
COMMUNITY SCHOOLS

# SYSTEM PORTRAIT





We strive to ensure these  
five attributes of a high-quality  
school system

## 1. Leadership

A successful school districts promotes shared leadership and decision-making.

## 2. High Expectations

A successful school district holds high expectations for all students and teachers.

## 3. Ongoing Evaluation

A successful school district personalizes instruction to know what each learner knows an needs to know next.

## 4. Goals and Direction

A successful school district is focused through clear goals and direction,

## 5. Secure and Organized

A successful school district promotes a safe, nurturing and secure culture.

# System Portrait

- **Competitive Educational System**
- **Data Driven Continuous Improvement Culture**
- **Teaching and Learning for Real World Relevance**
- **Empathetic Culture**
- **Inclusive Educational Supports**
- **Equitable Impact**
- **Community Stewardship**



# System Portrait:

- Visionary Leadership
- Continuous Improvement
- Data-Driven Decision making
- Innovative and Happy Staff
- Inclusive Supports
- Future-Oriented Curriculum
- Social and Emotional Priorities
- Effective Communication and Collaboration
- Equitable Impact
- Trusting and Respectful Stewardship
- Happy and Engaged Customers

vision think vision vision goal strategy innovation IDEA strategy trust vision vision success solution implement trust success operation think vision goal vision success vision success goal design vision strategy success innovation trust



# **KEY QUESTIONS** for a **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?**

**District (System) Characteristics**  
**(Circle 10- at least 1 in each row)**

Empathetic Culture	Equitable Impact	Clear Purpose	Progress Monitoring & Reporting of Performance Results
Continuous Improvement Advocate	Real-World Relevance	Innovation & Professional Development	Future Thinking Change Agent
Student Centered	Growth Mindset	Data-Driven Culture	Recognizes & Celebrates Success
Sense of Community & Belonging	Promote Cohesion &	Civic and Global Contributor	Respectful of Staff, Students & Parents
Excellent Stewards of Resources	Ensure Consistency around Policy & Procedures	High levels of communication & collaboration	High levels of community and parent engagement

Other: System-wide focus on learning, High standards and expectations

**District (System) Characteristics**  
**(Circle 10- at least 1 in each row)**

Empathetic Culture	Equitable Impact	Clear Purpose	Progress Monitoring & Reporting of Performance Results
Continuous Improvement Advocate	Real-World Relevance	Innovation & Professional Development	Future Thinking Change Agent
Student Centered	Growth Mindset	Data-Driven Culture	Recognizes & Celebrates Success
Sense of Community & Belonging	Promote Cohesion &	Civic and Global Contributor	Respectful of Staff, Students & Parents
Excellent Stewards of Resources	Ensure Consistency around Policy & Procedures	High levels of communication & collaboration	High levels of community and parent engagement

Other: System-wide focus on learning, High standards and expectations



# Our team's TOP TEN System Portrait





**ACTIVITY FIVE**

**40 minutes**  
**Mission & Vision**

**Teams will draft a Mission Statement**

## **Mission**

Who we are?  
Why do we  
exist?

## **Vision**

What must  
we become?

## **Values**

How must we  
behave?

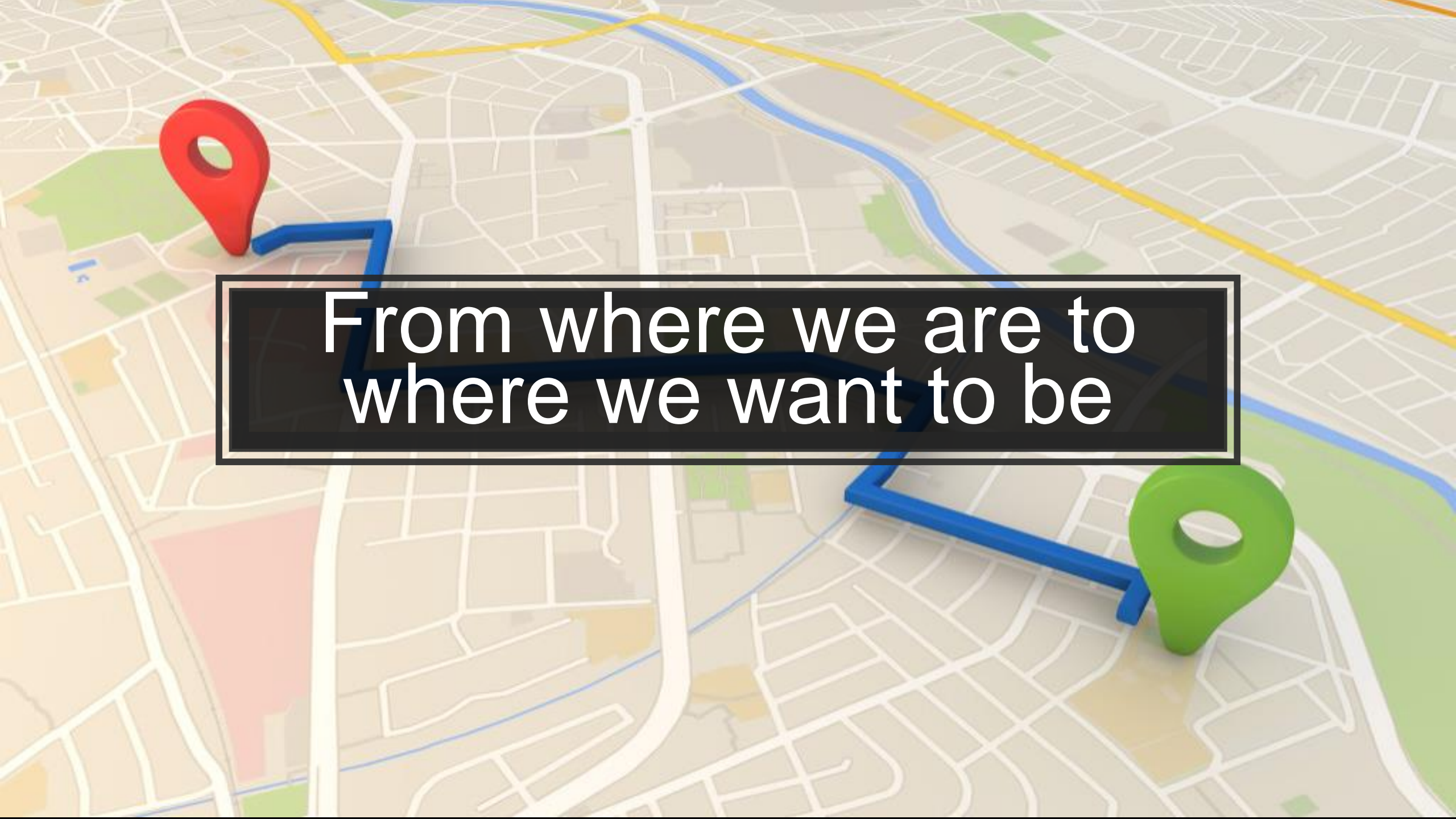
## **Goals and Objectives**

How we  
gauge our  
success?

A hand holding a magnifying glass over puzzle pieces. The word 'VISION' is on a dark puzzle piece to the left, and 'MISSION' is on a dark puzzle piece to the right, which is being magnified. The background consists of white puzzle pieces.

VISION

MISSION

A 3D map showing a route from a red pin to a green pin. The map features a grid of streets, a blue river, and a yellow road. A blue path connects the red pin to the green pin. A black box with white text is overlaid on the map.

From where we are to  
where we want to be



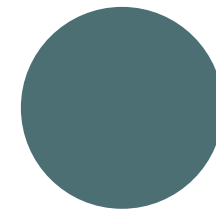
# MISSION VISION

From where we are to where we want to be

# CORE VALUES

Beliefs that guide our behaviors and actions

The words of mission and vision statements are *not worth the paper they are written on unless people begin to do something differently.*



# 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)





Mission



# 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?



# Directions- Mission

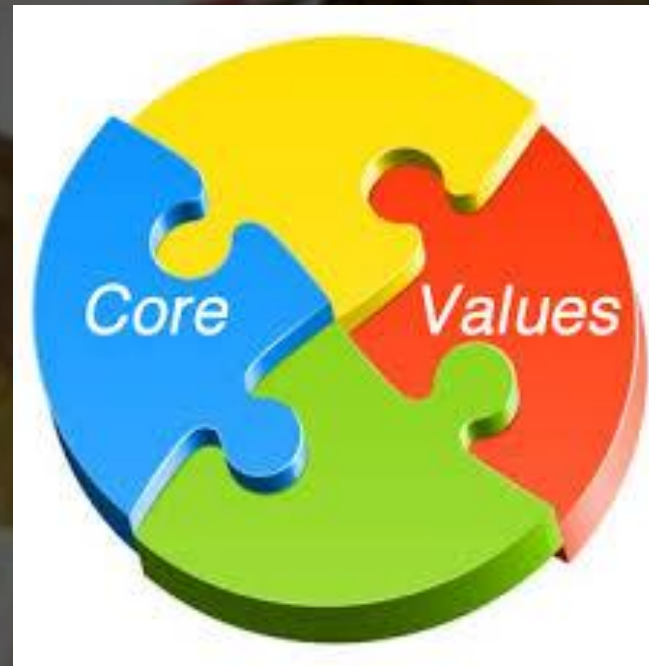
**Words**

**Phrases**

**Sentence**

**ACTIVITY SIX**  
**40 minutes**  
**Core Values**

Teams will draft **Core Values**  
aligning to the **Mission &**  
**Vision**



A close-up photograph of a hand placing a red puzzle piece into a larger white puzzle. The red piece is in the center and has the word 'VALUES' printed on it in white, bold, sans-serif capital letters. The surrounding white pieces have the word 'CORE' printed on them in black, bold, sans-serif capital letters. The hand is visible on the left side, with fingers gripping the edge of the red piece. The background is a plain white surface.

**CORE**

**VALUES**

# CORE VALUES – 45 minutes

**CORE VALUES:** 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)

# 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?



# Core is Core



**Vision  
Characteristics**



**Core Values**



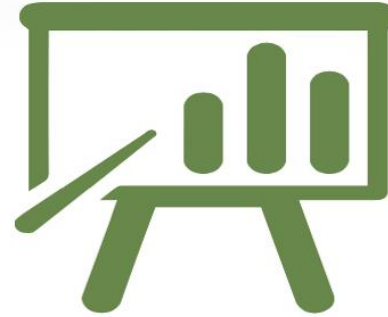
# Our People



**We support each other's efforts, are loyal to one another, and care for each other, both personally and professionally.**

- **We know and support our teammates' work and recognize the contributions of each team member.**
- **We acknowledge and celebrate the achievements of each other and of our teams.**
- **We demonstrate ownership for the decisions and actions of our team.**
- **We hold each other accountable.**
- **We celebrate success.**
- **We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.**

# Results/ Data Driven



**We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.**

- **We value work that generates results tied to our vision.**
- **We can explain the rationale for a decision.**
- **We set high goals and work relentlessly to achieve them.**
- **We expect schools to collaborate And share successful strategies.**
- **We gather data and others' input when making decisions.**
- **We consider lessons learned from experience, differing needs, and the impact of the decision on others.**
- **We balance analysis, wisdom, experience, and perspective when making decisions.**

# Customer Satisfaction

A+

**We commit to a culture where excellent service is expected and delivered by all employees.**

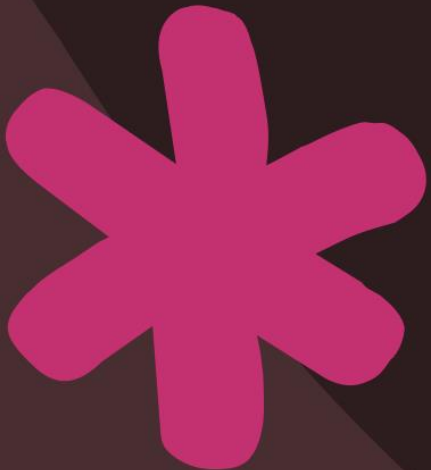
- **We employ the highest ethical standards, demonstrating honesty and fairness in every action taken.**
- **We actively seek the input of all customers and stakeholders.**
- **We respect cultural differences.**
- **We show interest in, anticipate, and respond in a timely manner to our community, parents, students and each other.**
- **We promote student achievement.**
- **We assist others in learning new strategies/skills to improve work performance.**
- **We use discretion with confidential matters.**
- **We demonstrate a friendly, helpful, and responsive attitude to all Stakeholders and customers.**

# Commitment & Engagement



**We get others excited about and committed to further the district's mission, vision and goals.**

- **We are committed to excellence for all.**
- **We adhere to our set of core values that are represented in all decisions and actions.**
- **We speak the truth, act with respectful candor, and take responsibility for our actions.**
- **We identify the problem and proactively seek the solution.**
- **We do the right thing all the time, even when no one is watching, and we work to earn the trust of each other, our students, and our community.**
- **We ask for, and use, feedback to improve performance.**
- **We seek and acquire new competencies, work methods, ideas, and information that will improve efficiency and effectiveness of our work.**



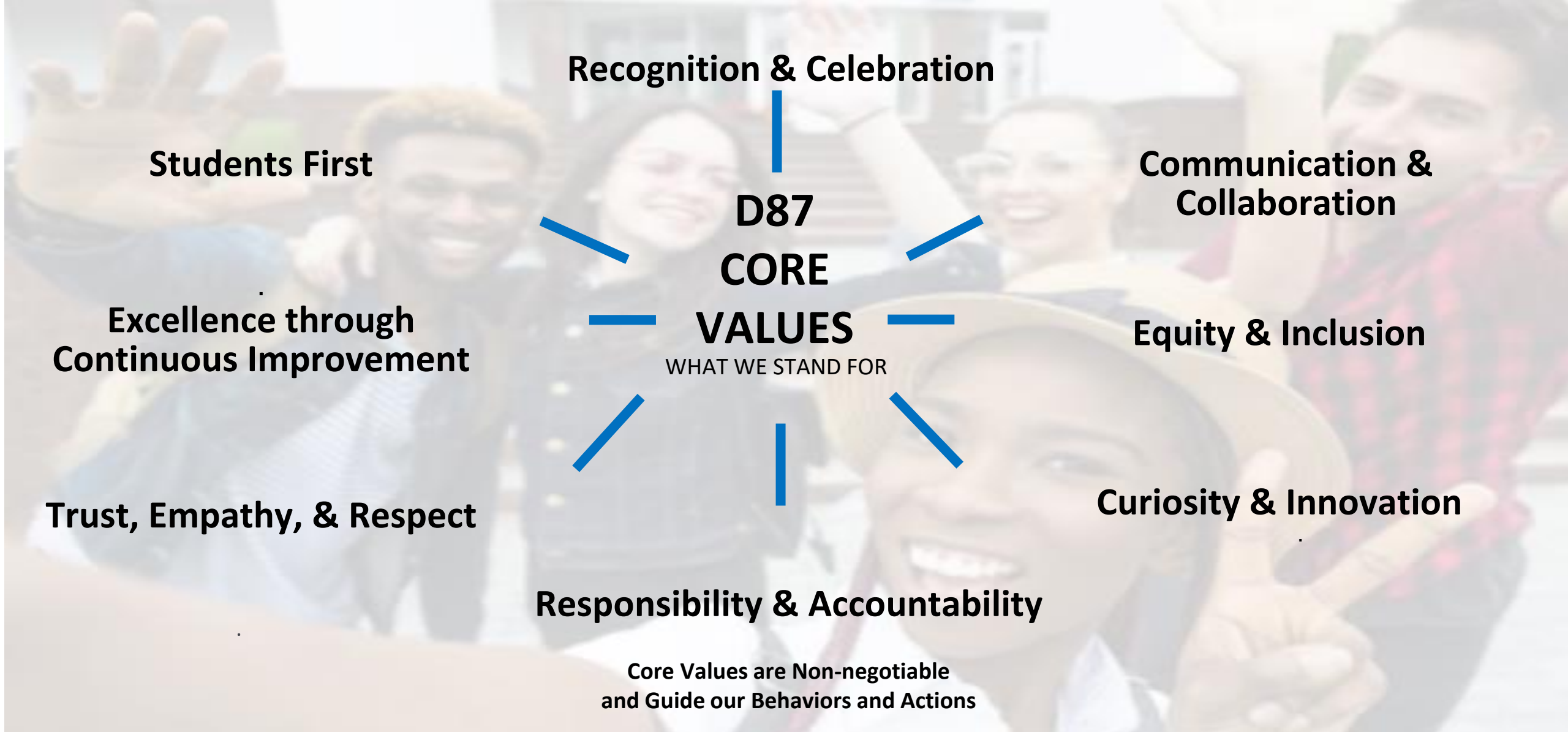
# Stewardship



**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 commit to treating every individual in the community with dignity and respect.**
- **We promote a positive and safe learning environment to foster respect for self as well as others.**
- **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/organizations.**
- **We actively look for opportunities to make a difference in our community.**
- **We understand that we are stewards of the community resources.**





**Recognition & Celebration**

**Students First**

**Communication & Collaboration**

**D87**

**CORE**

**VALUES**

WHAT WE STAND FOR

**Excellence through Continuous Improvement**

**Equity & Inclusion**

**Trust, Empathy, & Respect**

**Curiosity & Innovation**

**Responsibility & Accountability**

Core Values are Non-negotiable  
and Guide our Behaviors and Actions



**Berkeley School District 87**

2022-2027 Strategic Plan

**Recognition & Celebration:** We believe scholars, employees, and the district feels appreciated when they are recognized for their hard work and achievements. Recognition improves culture and satisfaction. Celebrating wins improve morale, motivation, attitude, effort, and behavior.

**Scholars First:** We believe that preparing students to adapt and thrive in a rapidly changing, globally connected world should inform every decision. We believe that incorporating student voice is essential to our success in understanding and meeting each student's needs.

**Excellence through Continuous Improvement:** We believe that achieving high performance and full potential for both the organization and the individual comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results. We believe in fostering a growth mindset by defining failures as opportunities for learning and continuous improvement.

**Trust, Empathy, & Respect:** We believe everyone has value and deserves to be treated with empathy and respect that leads to a kind and caring environment. We enable our students, families, and staff to build strong relationships and foster mutual wellbeing.



**Communication & Collaboration:** We believe clear communication, support, engagement, involvement, and collaboration, we leverage our multiple perspectives and collective genius, develop better solutions, and deepen our shared commitment to success.

**Equity & Inclusion:** We are passionate and unwavering in our belief that we can make a positive difference for every student. We embrace diversity, acknowledge our interdependence, and exemplify the courage to reflect continually on our personal and systemic biases.

**Curiosity & Innovation:** We believe that preparing our students and educators to thrive requires a culture of creativity and innovation. We are forward looking and future ready.

**Responsibility & Accountability:** We believe that we gain high levels of trust and foster collective responsibility across our organization, through effective stewardship of our resources and consistent ethical, transparent, accountable behaviors and actions.





# Directions

**Read** about what makes great Core Values

**Discuss** with your team what you learned from your investigations that might inform a new set of Core Values

**Write** a new set

- Review current Values
- Review the criteria for what makes a good set of Core Values
- Write your ideas for a new set of Core Values

# OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

## Welcoming

We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

## Equity-Focused

We actively work to remove barriers to educational access.

## Empowering

We inspire each student and staff member to thrive to their best abilities.

## Innovative

We take initiative to solve problems in the classroom and across the system.

## Results-Driven

We set ambitious goals to learn, grow and achieve at high levels.



# Core Values



# EMPOWERING MODERN LEARNERS

INSPIRE · INNOVATE · IGNITE

Following approval of the strategic plan, the district should develop:

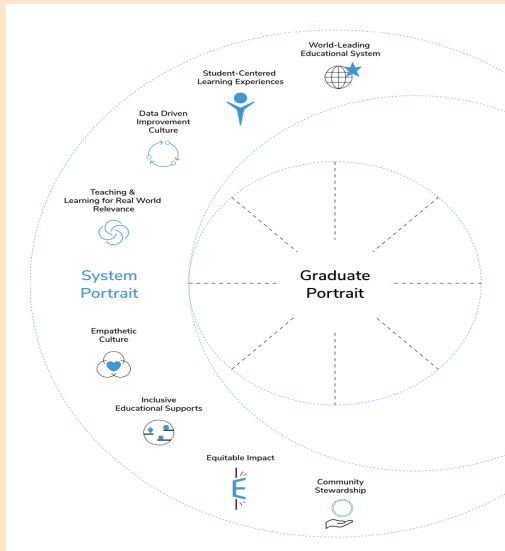
- A welcoming brochure of mission, vision, and core values for new families to the district
- An induction brochure of mission, vision, and core values for new employees to the district
- A video to put on the website to bring the mission, vision, and core values alive.



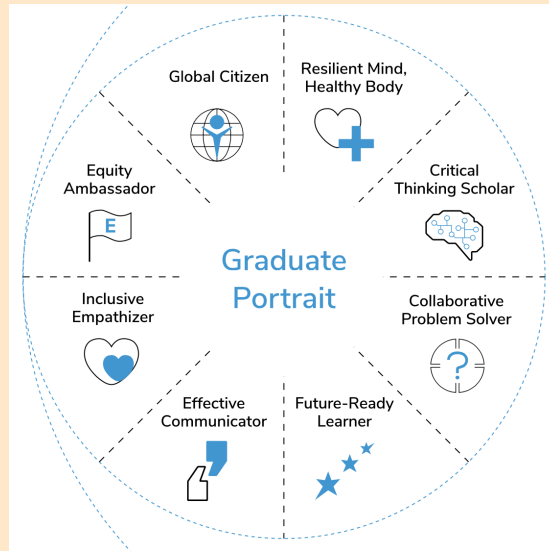
# PUTTING IT ALL TOGETHER

## MISSION AND MOTTO NORTH STAR VISION

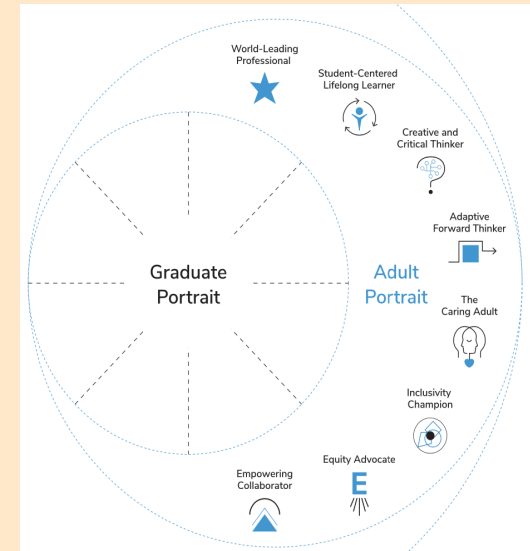
### ADULT PORTRAIT



### GRADUATE PORTRAIT



### SYSTEM PORTRAIT



## CORE VALUES



## Carbondale Community High School District 165 Strategic Plan 2022-2026

**Mission: *Provide students a personal pathway to a productive future.***

**Motto: *Every student matters, every moment counts***

**Vision:** This Portrait serves as a *“North Star” for the district and school transformation*. This collection vision provides strategic direction for the improvement of the overall education experience for CCHS District 165 students. It **reinvigorates and re-engages students, staff, and community stakeholders**. This destination describes *where the district aspires to be by 2030*.

<p><b><u>Graduate Portrait: Each Graduate becomes:</u></b>          Life, College, &amp; Career Ready          A Problem Solver/Critical Thinker          A Creator, Communicator &amp; Collaborator          Digitally Literate          An Adaptable, Resilient, Empowered &amp; Self-Sufficient Learner          Personally Responsible with a Growth Mindset          A Cultural and Equity Advocate          An Empathetic Citizen</p>	<p><b><u>Adult Portrait: Each Employee demonstrates:</u></b>          A Passion for Learning &amp; Teaching          Clear Communication &amp; Engaging Collaboration          Respectful, Ethical, &amp; Trusting Relationships          Cultural &amp; Equitable Advocacy          Adaptive &amp; Progressive Team Player Skills          Innovation, Digital Literacy and Real-World Applications          Responsibility &amp; Accountability          Student Agency Promotion</p>
<p><b><u>The System supports and provides:</u></b>          Clarity of Purpose &amp; Focus          Optimal Respect &amp; Value of its Students, Staff, &amp; Community          A Growth &amp; Continuous Improvement Mindset          Opportunities for Shared Decision-making, Voice, &amp; Feedback          A Sense of Community &amp; Belonging          Cohesion in Working Toward Common Goals          Clear, Two-way Communication          Excellent Stewardship of Resources</p>	<p><b>Core Values: the following values will guide behaviors and actions.</b>          Equity &amp; Fairness          Diversity &amp; Inclusion          Growth &amp; Continuous Improvement          Communication &amp; Collaboration          Trusting Relationships &amp; Partnerships          Responsibility &amp; Accountability          Innovation &amp; Future Focus</p>



# Next Meeting

- **The SETTING DIRECTION RETREAT ANSWERS THE QUESTION, “*How do we great from where we are to where we want to be?*”**
- **Long-range Goals:** Indicators, Measures and Targets
- **Strategies:** Gaps that must be addressed during the span of this strategic plan to achieve the mission, vision and goals of the district.



# Thanks for a great day!



## . Setting Direction Retreat

- Seek Feedback
- Review the Feedback
- Revised Preferred Future Statement
- Consider Long-Range Goals
- Provide feedback to Goal Indicators and measures
- Determine high leverage strategies to focus priority work for next 3-4 years.