

## Vision/Setting Direction Retreat Findings

# MINOOKA COMMUNITY HIGH SCHOOL

The strategic plan team met on September 25 to conduct a Vision/Setting Direction Retreat. The first activity was to review stakeholder feedback and make changes to the SWOT Analysis from the Orientation/Data Retreat. The SWOT below reflects all changes made and serves as the final SWOT Analysis.

### MINOOKA HIGH SCHOOL DISTRICT 111 DRAFT SWOT ANALYSIS

**STRENGTHS:** What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?

- Student safety
- Graduation rate
- Student attendance
- High quality staff
- Rigorous and varied curriculum opportunities
- Athletics and extra-curricular activities
- Teacher retention
- Student Pride
- Fiscal responsibility: Balanced budget, reducing deficit

**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Debt management
- SAT scores
- Achievement gaps
- Communication of college and career expectations to students and parents
- Cultural awareness and diversity
- Current use of and access to technology
- Career readiness
- Aging Infrastructure

**OPPORTUNITIES:** What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?

- Future integration and use of technology
- Accuracy and analysis of data for decision-making
- Improved accountability of students and staff
- New opportunities to communicate with parents
- Grants and other revenue sources to improve and expand programs and facilities
- Partnerships with business and other agencies
- Use of land and building space to grow to enhance teaching and learning

**THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?

- State funding
- State and Federal unfunded mandates
- Increasing student growth/population
- Increasing diversity
- Future spending to address critical needs

The second activity of the Vision/Setting Direction Retreat was to conduct an electronic investigation to learn from others what a 21<sup>st</sup> century teaching and learning environment might look like. From the investigation, teams constructed a poster to share with one another what they learned. They shared what intrigued them and might be inspirational for envisioning a new future for the district.

Investigation	Electronic Site
<b>Competency-Based Learning or Personalized Learning</b>	Read about the Competency-based, personalized learning initiative <a href="https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning">https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning</a>
<b>Redefining Ready</b>	Read about College Ready, Career Ready and Life Ready Skills <a href="http://www.redefiningready.org/">http://www.redefiningready.org/</a>
<b>High Reliability Schools</b>	Read about Marzano’s High Reliability Schools <a href="https://www.marzanoresearch.com/hrs/high-reliability-schools">https://www.marzanoresearch.com/hrs/high-reliability-schools</a>
<b>New Pedagogies for Deep Learning</b>	Read about Fullan’s Network of Schools focused on Pedagogies for Deep Learning <a href="http://npdl.global/making-it-happen/">http://npdl.global/making-it-happen/</a>
<b>High Schools that Matter</b>	View the video clip: The Future of Our Schools: An Urgency for change <a href="https://xqsuperschool.org/">https://xqsuperschool.org/</a>  Learn about XQ Learner Goals, XQ Learner Outcome Areas and XQ Design Principles <a href="https://xqsuperschool.org/xq-schools/xq-learner-goals">https://xqsuperschool.org/xq-schools/xq-learner-goals</a>

The investigation reports focused on these key questions:

- What are students doing that excites and inspires you?
- What are teachers doing that excites and inspires you?
- How might you define responsibility and accountability?
- What does the structure look like that intrigues you: schedule, time, day, year?
- How might you define: use of space and learning opportunities anywhere, anytime, anyplace?
- How might you define: Use of Technological Tools?
- How might you define: Rigor and Relevant Curriculum?
- How might you define: Assessment and Student Success?
- What might be five words or concepts you would want to explore further?

Following the investigation, the strategic plan team developed a Preferred Future Statement. The three components of the statement include: mission, vision and core values.

**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)

**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 than 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)

<b>Mission</b>	<b>Vision</b>
<p><b>Criteria for evaluating a mission statement:</b></p> <ul style="list-style-type: none"> <li>• Is it clear and understandable?</li> <li>• Is it brief enough for most people to remember and say in one breath?</li> <li>• Does it clearly specify fundamental purpose?</li> <li>• Does it have a primary focus on a single strategic thrust (such as learning)?</li> <li>• Does it reflect the distinctive competence and culture of the district?</li> <li>• Does it create focus?</li> <li>• Is it energizing and compelling?</li> </ul>	<p><b>Criteria for evaluating a vision statement:</b></p> <ul style="list-style-type: none"> <li>• Does it manifest our mission? Does it paint a mental image you desire?</li> <li>• Is it concise and compelling?</li> <li>• Is it inspirational? Does it reflect passion and commitment?</li> <li>• Does it communicate promise for the future?</li> <li>• Does it create an image of something that cannot be seen today, but is possible tomorrow?</li> <li>• Does it focus on ends not means?</li> <li>• Does it define success?</li> <li>• Does it use present or future tense?</li> <li>• Does it use clear, concise language that all stakeholders can understand?</li> </ul>

**Why is mission and vision critical to a school district: How do you live a mission and vision?**

First, mission and vision provide a vehicle for communicating an organization’s purpose and values to all key stakeholders. Typically, these statements would be widely circulated and discussed often so that their meaning is widely understood, shared, and internalized. The better employees understand an organization’s purpose, through its mission and vision, the better able they will be to understand the strategy and its implementation.

Second, mission and vision create a target for strategy development. That is, one criterion of a good strategy is how well it helps the firm achieve its mission and vision.

Third, mission and vision provide a high-level guide, and the strategy provides a specific guide, to the goals and objectives showing success or failure of the strategy and satisfaction of the larger set of objectives stated in the mission

The five table teams each crafted a mission and vision statement. The facilitator examined all statements and produced a consensus draft. Each table team’s preferred mission and vision are listed below?

Mission	Vision
To <b>M</b> otivate, <b>C</b> hallenge, and <b>H</b> onor <b>S</b> uccess.	MCHS succeeds when we: <ul style="list-style-type: none"> <li>• Take ownership of our learning</li> <li>• Collaborate to problem solve</li> <li>• Demonstrate a growth mindset</li> <li>• Empower lifelong learning</li> <li>• Value what makes each individual unique</li> </ul>
Empowering students to be success-ready.	MCHS students are success-ready when they: <ul style="list-style-type: none"> <li>• Think critically</li> <li>• Solve problems</li> <li>• Learn independently</li> <li>• Take ownership of personal actions</li> <li>• Enrich society</li> </ul>
To empower students to succeed in an ever-changing world/environment.	MCHS graduates possess the skills necessary to embrace their futures through: <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Working interdependently</li> <li>• Resourcefulness</li> </ul>
Empowering each student with the tools to succeed.	MCHS graduates accept social responsibility, succeed in today’s world and meet tomorrow’s expectations with: <ul style="list-style-type: none"> <li>• Determination</li> <li>• Knowledge</li> <li>• Skills</li> <li>• Values</li> </ul>
Empowering students each day to establish a pathway for success.	Our pathway for success includes: <ul style="list-style-type: none"> <li>• Equipping students with rigorous academic skills and knowledge</li> <li>• Skills to be interdependent and self-sufficient learners</li> <li>• Have the interpersonal skills and confidence to be successful in the workplace</li> </ul>

Next, the strategic plan team revisited values and beliefs.

**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.

The strategic plan team identified the following core values.

Core Values:

- Respect
- Rigor, High Expectations
- Responsibility and Accountability
- Safe and healthy environment
- Communication and Collaboration

Others

Flexibility

Transparency

Continuous improvement or growth

The final product of the day was to draft a Preferred Future Statement to summarize the work of the day and to share with stakeholders to get their feedback between the Vision/Setting Direction Retreat and the final meeting of the plan team.

<b>Strategic Foundation or Preferred Future</b>	
<p><b>Mission Statement: Our Core Purpose</b></p> <p><b>Why do we exist?</b></p>	<p><b>Vision Statement: Our Preferred Future</b></p> <p><b>Where are we headed? How will we know when we are there?</b></p>
<p><b>Current:</b> Mission: To inspire and motivate our students with an educational experience that leads to achievement and success.</p> <p>Motto: Inspiring, Motivating, Achieving, Succeeding</p> <p><b>Future:</b> <b>Mission: To Motivate, Challenge, and Honor Success in a changing world/environment.</b></p> <p><b>Motto: Motivate, Challenge, and Honor Success</b></p>	<p><b>Current:</b> Vision: MCHS graduates will possess the determination, knowledge, skills, and values necessary to accept social responsibility, succeed in today's world, and meet tomorrow's expectations</p> <p><b>Future:</b> <b>Vision: MCHS students are success-ready when they:</b></p> <ul style="list-style-type: none"> <li>• Think critically and demonstrate mastery of academic expectations.</li> <li>• Solve problems collaboratively.</li> <li>• Demonstrate a growth mindset.</li> <li>• Have the interpersonal skills and confidence to be successful in the workplace.</li> <li>• Enrich society through an appreciation of individual differences.</li> </ul>
<p><b>Core Values: How we act and behave</b></p> <p><b>What do we stand for?</b></p>	
<p><b>Current: Values/Beliefs/Commitments:</b> We believe:</p> <ul style="list-style-type: none"> <li>○ In our diverse world, everyone has the right to be treated with <b>respect</b> in a nurturing learning environment that guides students toward <b>self-sufficiency, responsibility and accountability</b></li> </ul>	<p>Future: Core Values Everyone is committed to the following core values:</p> <ul style="list-style-type: none"> <li>➤ <b>Respect</b></li> <li>➤ <b>Continuous Improvement</b></li> </ul>

<ul style="list-style-type: none"> <li>○ Members of the community are <b>accountable</b> to each other for the educational <b>success</b> of all students</li> <li>○ Access to and use of timely data and clear information will facilitate learning.</li> <li>○ Support and encouragement of educational <b>innovation</b> and <b>collaboration</b> contribute significantly to a healthy learning environment</li> <li>○ Students, staff, teachers, and the community will have a physical facility that is <b>safe</b>, well-maintained, and <b>flexible</b> enough to meet the educational needs of the district.</li> <li>○ Education should be adequately funded as the district demonstrates <b>fiscal responsibility and accountability</b>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>High Expectations</b></li> <li>➤ <b>Collaboration</b></li> <li>➤ <b>Responsibility</b></li> <li>➤ <b>Resilience</b></li> </ul>
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In the afternoon, the strategic plan team reviewed the District’s long range goals.

**STRATEGIC GOALS:** The final pillar of the foundation asks members to clarify the specific goals they hope to achieve. The goals pillar identifies the indicators, measures, targets and timelines that enable a staff to answer the question, *“How will we know if all of this is making a difference?”* Goals provide a sense of priorities and the steps to achieve the benchmarks. Effective goals foster both the results orientation and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). Goals must have a results-orientation. *A goal tells us what we want to achieve. A strategy tells us what we might do differently to see if we can achieve the goal.* A goal is a **“WHAT”!** A strategy is a **“HOW”!** (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

The strategic plan team kept the four current long-range goals and added a fifth. The following chart summarizes their work.

Goal Area	Goal Statement	Draft Indicators/Measures
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<b>Student Growth and Achievement</b>	<i>Improve academic growth and achievement of all students.</i>	<ul style="list-style-type: none"> <li>• GPA: 2.8 out of 4.0</li> <li>• Performance on College and Career Readiness Exam: SAT Suite: Growth and Above State Average</li> <li>• Enrollment in Advanced Placement Courses: Grade of A, B or C</li> <li>• Enrollment in Dual College English and/or Math courses: Grade of A, B or C</li> <li>• Algebra I: Grade of A, B or C</li> </ul>
<b>Learning Environment</b>	<i>Provide a safe, satisfying and productive environment focused on learning.</i>	<ul style="list-style-type: none"> <li>• Career pathway course sequence: Enrollment with a written plan</li> <li>• College academic advising: Minimal Counseling Appointments</li> <li>• Attendance: Above 90%</li> <li>• Community Service: 25 hours or more</li> <li>• Workplace learning experiences: Evidence of work experience</li> <li>• Co-Curricular Activities: Two or more</li> <li>• Student Satisfaction: Strongly Agree, Agree on all Questions</li> </ul>

<b>Staff and Organizational Effectiveness</b>	<i>Develop and retain great teacher and leaders to continuously improve organizational effectiveness.</i>	<ul style="list-style-type: none"> <li>• Leader Retention: Above 5 years</li> <li>• Staff Retention: Above 5 years</li> <li>• Staff Satisfaction: Strongly Agree, Agree on all Questions</li> <li>• Staff Performance: % Proficient and Distinguished</li> </ul>
<b>Resources</b>	<i>Develop shared accountability and trust through the alignment of district resources.</i>	<ul style="list-style-type: none"> <li>• State Rating: Recognition status</li> <li>• Balanced Budget: Revenues exceed expenditures</li> <li>• Safe, clean and well-maintained Facilities: Life-Safety Requirement Met</li> </ul>
<b>Partnerships</b>	<i>Develop shared accountability and trust through engaging partnerships with families and the community</i>	<ul style="list-style-type: none"> <li>• Parent Satisfaction: Strongly Agree, Agree on all Questions</li> <li>• Community Satisfaction: Strongly Agree, Agree on all Questions</li> </ul>

Finally the strategic plan team reviewed the SWOT analysis and the Preferred Future Statement to identify the most critical strategies the district needs to address for the duration of their strategic plan. The strategies identified are listed below.

## **Minooka District 111 Strategic Plan: 7 Strategies to Success**

***Strategy 1: Ensure college and career readiness for all students through clarity of learning expectations, assessment feedback and differentiated instruction.***

Strategic Plan Team Strategy Identification:

Achievement Gaps 3 Teams

Student Achievement 3 Teams

College and career readiness/Rigor 4 Teams

***Strategy 2: Invest in professional development tools, strategies and resources for staff and leaders to provide a return on our investment of technological infrastructure and devices.***

Strategic Plan Team Strategy Identification:

Explore digital learning- tech. teachers and leaders. 3 Teams

***Strategy 3: Proactively enhance district facilities, critical programs and services for students, and working conditions for staff through adequate fiscal resources.***

Strategic Plan Team Strategy Identification:

Spending; fiscal. Critical needs 5 teams

***Strategy 4: Design and execute a data system that allows for the collection, analysis, progress monitoring and reporting of performance data to gauge continuous improvement efforts.***

Strategic Plan Team Strategy Identification:

Data analysis and reporting/growth mindset. 4 Teams

***Strategy 5: Continue to build a safe, healthy culture that promotes cultural awareness of diversity, safety, security and trust among all stakeholders.***

Strategic Plan Team Strategy Identification:

Cultural awareness of diversity. 3 Teams

***Strategy 6: Develop new effective and efficient ways to engage parents and the community in being partners in the education of their students.***

Strategic Plan Team Strategy Identification:

Two-way communication with families and the community. 4 Teams

***Strategy 7: Maximize the use of time, space, interventions, and enrichments to further student engagement, motivation and passion to be a self-sufficient, life-long learner.***

Strategic Plan Team Strategy Identification:

Use of time and space to enhance both teaching and learning 3 Teams

Based on this work the strategic plan team will share the draft of the strategic plan with stakeholders to receive feedback between now and the final meeting of the plan team on November 1.



**MINOOKA**  
COMMUNITY HIGH SCHOOL

**Motivate, Challenge, &  
Honor Success**

## OUR MISSION

WHY WE EXIST

To **M**otivate, **C**hallenge, and **H**onor **S**uccess in a changing world/environment.

## OUR VALUES

WHAT WE STAND FOR

- Respect
- Continuous Improvement
- High Expectations
- Collaboration
- Responsibility
- Resilience

## OUR VISION

WHERE WE ARE HEADED

MCHS students are success-ready when they:

- Think critically and demonstrate mastery of academic expectations.
- Solve problems collaboratively.
- Demonstrate a growth mindset.
- Have the interpersonal skills and confidence to be successful in the workplace.
- Enrich society through an appreciation of individual differences.

## OUR GOALS AND STRATEGIES

WHAT WE WILL ACHIEVE

WHAT IS OUR PRIORITY WORK

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
<b>Student Growth and Achievement</b>	<b>Supportive Learning Environment</b>	<b>Engaged Families &amp; Community</b>	<b>Staff and Organizational Effectiveness</b>	<b>Resource Efficiencies</b>
<i>Improve academic growth and achievement of all students.</i>	<i>Provide a safe, satisfying and productive environment focused on learning.</i>	<i>Enhance learning partnerships by connecting schools, families and communities.</i>	<i>Develop and retain great teacher and leaders to continuously improve organizational effectiveness.</i>	<i>Develop shared accountability through the alignment of district resources</i>
<b>Key Performance Measures will be established for all goals and strategies to be able to monitor and report progress.</b>				
<b>Strategies Aligned to Goal One</b>	<b>Strategies Aligned to Goal Two</b>	<b>Strategies Aligned to Goal Three</b>	<b>Strategies Aligned to Goal Four</b>	<b>Strategies Aligned to Goal Five</b>
<i>Ensure college and career readiness for all students through clarity of learning expectations, assessment feedback and differentiated instruction.</i>	<i>Continue to build a safe, healthy culture that promotes cultural awareness of diversity, safety, security and trust among all stakeholders</i>  <i>Maximize the use of time, space, interventions, and enrichments to further student engagement, motivation and passion to be a self-sufficient, life-long learner.</i>	<i>Develop new effective and efficient ways to engage parents and the community in being partners in the education of their students.</i>	<i>Invest in professional development tools, strategies and resources for staff and leaders to provide a return on our investment of technological infrastructure and devices.</i>  <i>Design and execute a data system that allows for the collection, analysis, progress monitoring and reporting of performance data to gauge continuous improvement efforts.</i>	<i>Proactively enhance district facilities, critical programs and services for students, and working conditions for staff through adequate fiscal resources.</i>