

Arlington Heights District 25



STRATEGIC PLAN

REFRESH

Orientation

November 12 3:30-5:30 Virtual1

Activity One: Introduction Overview

15 min



Welcome and Introductions

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



Arlington Heights District 25 Refresh Strategic Plan Team Roster

Students	Certified and Non-Certified Staff	Management/ Leadership	Families/ Community
1. Josie Barbieri 2. Peter Bjes 3. Divish Goel 4. Oliver Grzymala 5. Graham McGann 6. Shae Miller 7. Maggie Miller 8. Rory Murray 9. Guy Nadal 10. Khalil Patel 11. Avijit Rai 12. Joshua Riggs 13. Vivian Rodriguez 14. Joe Scapillato 15. Greyson Wicka	1. Melissa Applebaum 2. Irene Belesiotis 3. Jodi Christoforou 4. Marissa Duric 5. Jess Franco 6. Lauren Heston 7. Shaun Marusek 8. Kate Murray 9. Lauren Salsinger 10. Wesley Skym 11. Ryan George 12. Andrea Miller	1. Chris Fahnoe 2. Becky FitzPatrick 3. Adam Harris 4. Diane Kaffka 5. Brian Kaye 6. Andrea Luessow 7. Stacey Mallek 8. Amy McEllen 9. Kendra Perri 10. Melissa Buchberger 11. Anisha Jogee 12. Kevin Michael 13. Liz Nierman 14. Greg Scapillato 15. Ded Tranter	1. Jennifer Acosta 2. Melinda Andrews 3. Ed Bjes 4. Maria Brauer 5. Kevin Chaplin 6. Ania Figueroa 7. Theresa Funk 8. Cally Genson 9. Annie Heger 10. Suchi Joshi 11. Lauren Manola 12. Kimberly Musolf 13. David Nienhueser 14. Alli Roberts 15. Andrea Rodriguez 16. Bob Shaw 17. Terri Simpson-Pileggi 18. Kseniya Song 19. Maggie Sraga 20. Ilinca Wallace 21. Erin Whitworth

Arlington Heights District 25



“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

- MARGARET MEADE

Embracing Today . . . Inspiring Tomorrow

Arlington Heights District 25 Strategic Plan Schedule

Meeting	Essential Questions	Date	Time
Orientation	<i>Who are we and what are we charged to do?</i>	November 12	3:30-5:30 pm Virtual
Data Retreat	<i>Where are we now? What is working well and what isn't?</i>	December 11	8:00-12:00 Face-to-Face
Vision Retreat	<i>Where do we want to be? What will be different 5-10 years from now?</i>	January 27	8:00-12:00 Face-to-Face
Setting Direction Retreat	<i>How will we get from where we are to where we want to be 5-10 years from now?</i>	February 24	8:00-12:00 Face-to-Face
Recommendation	<i>What will we recommend to the Board of Education to set future direction</i>	March 18	3:30-5:30 pm Virtual



Attend all meetings of the planning team.

Prepare for each meeting by reading materials aligned to each agenda.

Explore research-based, effective practices of high performing districts.

Review and revise the district's shared vision and core values.

Set long-range goals and identify high leverage strategies that define what priorities need attention to move the district to a higher level of performance.

Recommend the strategic plan to the superintendent.



FOUNDATION OF CONTINUOUS IMPROVEMENT

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

Stage 1
Steps 1 & 2

Readiness I & II

Understanding the Process
Setting Roles & Responsibilities
Forming the Plan Team
Conducting an Environmental Scan
Strategic Management Survey
Organizing the Data
Data Dashboards
District Data Report
Key Performance Indicators
Goals, Indicators, Measures, Targets

Stage 2
Steps 3 - 7

Strategic Planning

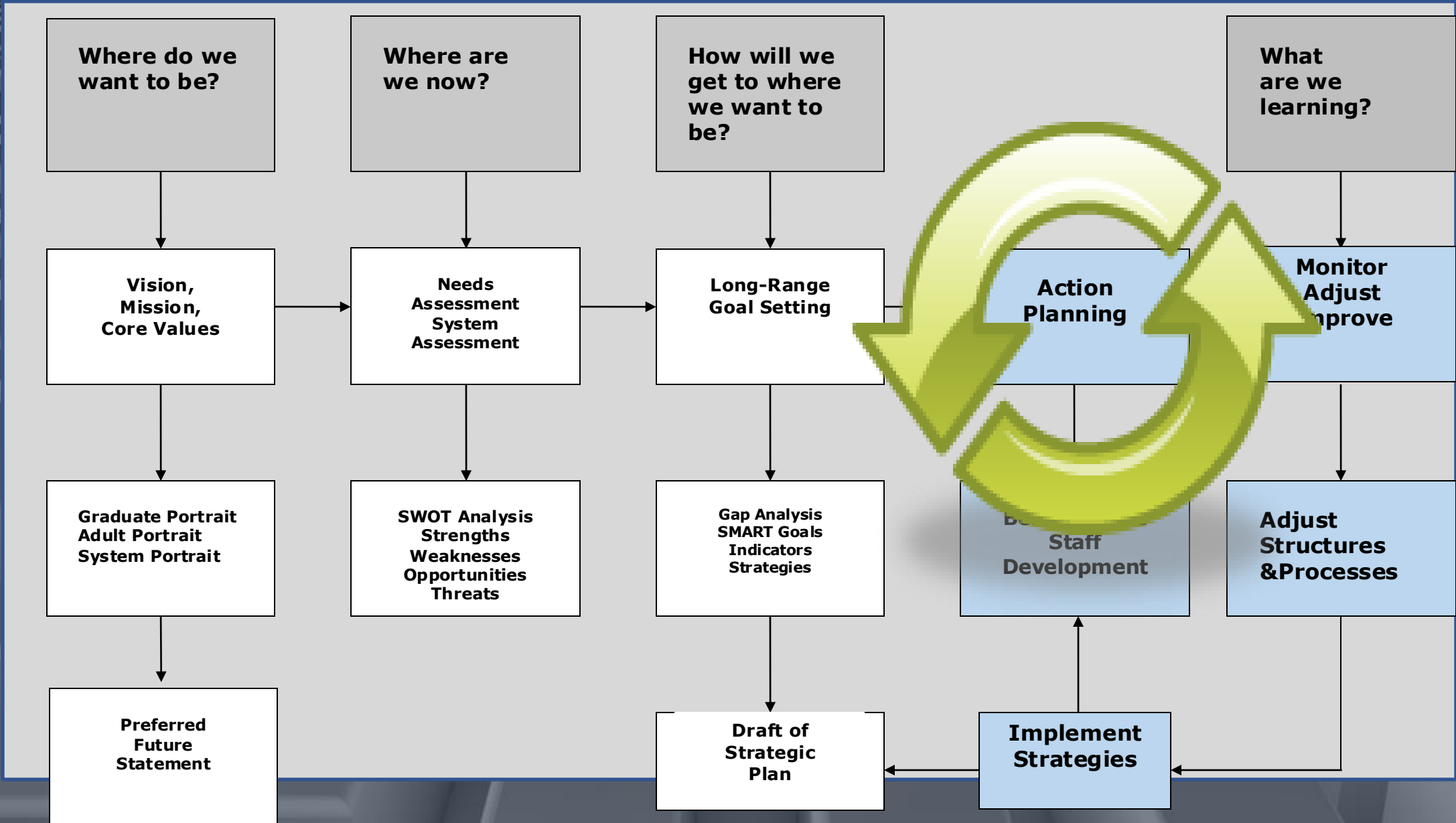
Orientation
Data Retreat
Vision Retreat
Setting Direction Retreat
Recommendation

Stage 3
Step 8

Living the Plan

Annual Action Plans
Scorecard/Data Dashboard System
Aligning School Improvement
Aligning Budget & Other Resources
Aligning Performance Evaluation
Progress Monitoring & Reporting

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.

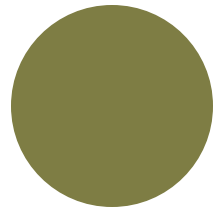
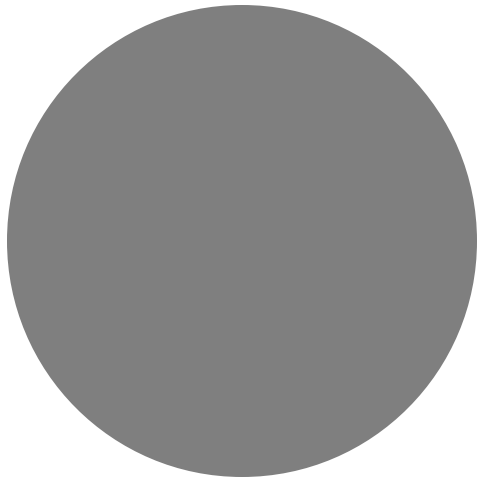
Ursula K. LeGuin 1999

CONTINUOUS IMPROVEMENT

**We can't change the past.
But we can act now to
change the future.**

**A better tomorrow is
possible if we act today to
ensure the future of
learning for all.**





“See it **big** and keep it
simple.”

~Wilfred Peterson

Activity One:
Identifying Key
Vision Concepts
45 minutes





20 Minutes

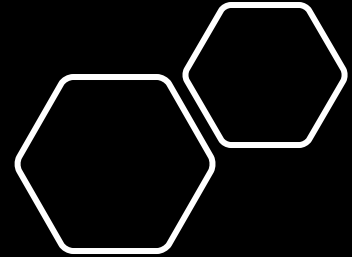
Key Concepts from Homework Activity

Table 1 Name/Role	Article	Table 5 Name/Role	Article
Jennifer Acosta	1	Melinda Andrews	1
Annie Heger	2	Suchi Joshi	2
Terri Simpson Pileggi	3	Kseniya Song	3
Diane Kaffka	1	Brian Kaye	1
Kevin Michael	2	Liz Nierman	2
Jess Franco	3	Lauren Heston	3
Josie Barbieri	1	Peter Bjes	1
Guy Nadal	2	Khalil Patel	2
	3		3

Seek a reporter, a timekeeper, and a recorder

Use your 20 minutes to identify as a group the 5 or so Key Concepts about your article to share with those who did not read the article.

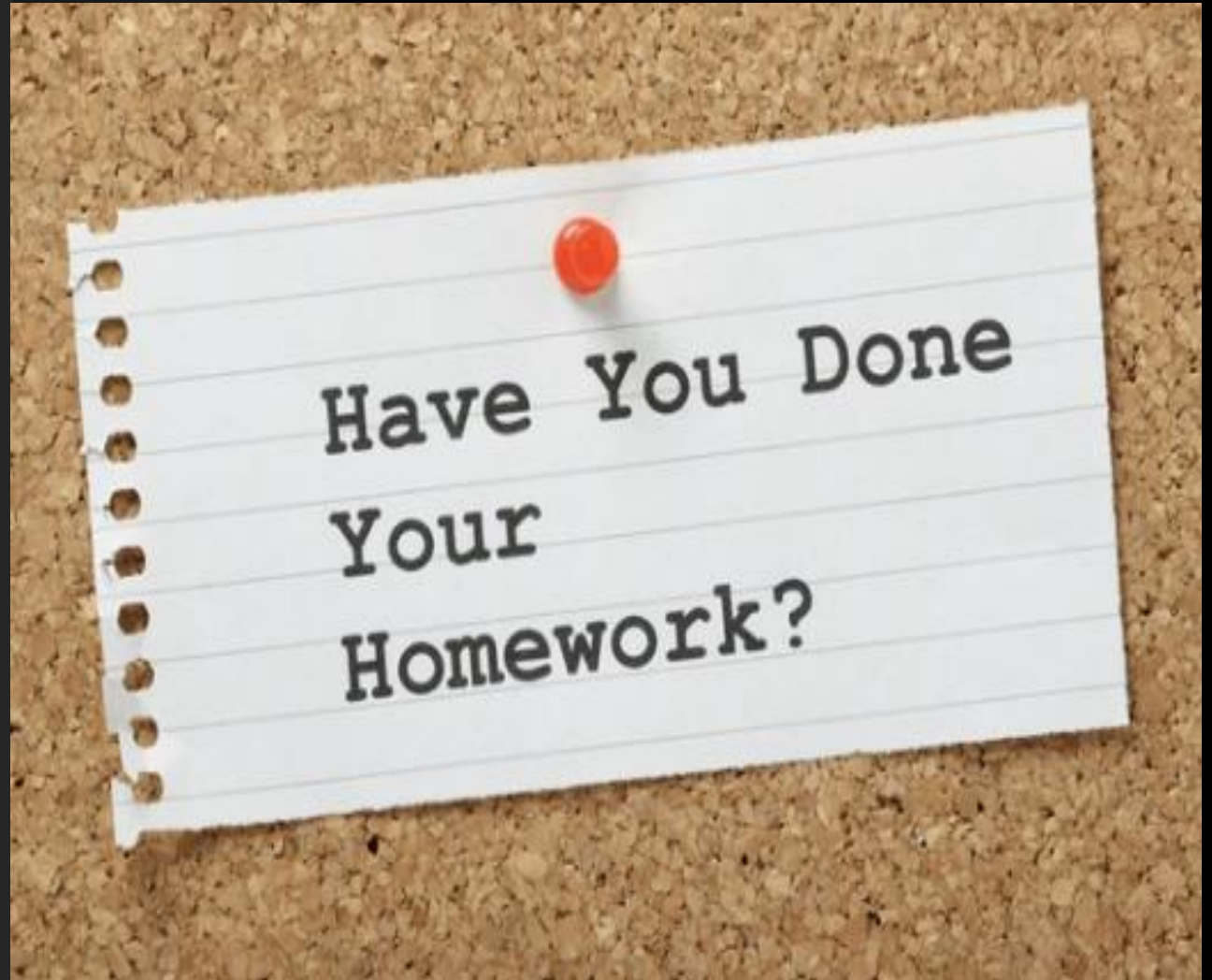
Ensure your reporter has everything needed for sharing



*As a strategic plan team member, what were **key concepts you found in the homework articles** that we all need to keep in mind as we do our work together.*

Generate key concepts from the article you read.

Be ready to share with your team.



2018

THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down—and How to Fix It

A

B



10 PRINCIPLES FOR SCHOOLS OF MODERN LEARNING

The Urgent Case for Reimagining Today's Schools



By Will Richardson and Bruce Dixon

2025 State of the Student Experience

Authors Dr. Leila Nuland, Lena Munzer, Justo Yanez, Seth Swanson, Julia Temple
and Sucheta Bangalore

Foreword by Dr. Mort Sherman



C

What did we learn?

How can this exercise inform the strategic plan team?

10. minutes to share,
3-4 minutes per
article



**Activity Three:
4 PLC Questions.
Understanding the
planning process**

20 min





What are the
4 essential
questions of
strategic
planning?

FOUR ESSENTIAL QUESTIONS



1. Where are we now? (Current State)

What business are we in?

What is our mission?

What are our strengths, weaknesses, opportunities, and threats ([SWOT analysis](#))?

What are our key performance indicators (KPIs)?

What are our core values?

FOUR ESSENTIAL QUESTIONS



2. Where do we want to be? (Future Vision)

What is our vision for the future?

What are our long-term goals?

What are our specific, measurable, achievable, relevant, and time-bound ([SMART](#)) objectives?

What does success look like?

FOUR ESSENTIAL QUESTIONS



3. How will we get there? (Goals, Strategies & Action Plans)

What are our long-range goals and key strategies to achieve our mission and vision?

What resources do we need?
How will we allocate our resources?

What are our action plans and timelines?
How will we measure progress and adapt?

What potential obstacles and risks do we need to address?

FOUR ESSENTIAL QUESTIONS



4. How do we ensure success? (Execution and Evaluation)

How will we ensure alignment with our mission and vision?

How will we communicate the plan and engage stakeholders?

How will we monitor progress and make adjustments?

How will we evaluate the effectiveness of our strategies and make necessary changes

FOUR ESSENTIAL QUESTIONS

A close-up photograph showing four hands from different people, each holding a different colored puzzle piece (green, red, purple, and yellow) and fitting them together in the center. The hands are positioned around the pieces, with fingers visible as they connect the edges. The background is a plain, light color.

Steps in the Process



**Data Retreat: Where are we now?
To paint a data picture that allows
us to identify our current strengths,
weaknesses, opportunities, and
threats.
In person 4-hour session**



SWOT ANALYSIS

- Strengths
- Weaknesses
- Opportunities
- Threats



- What do we consider to be our strengths?
- What advantages do we have?
- What do others say our strengths are?

- 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?

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

- 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?

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

Vision Retreat: Where do we want to be?

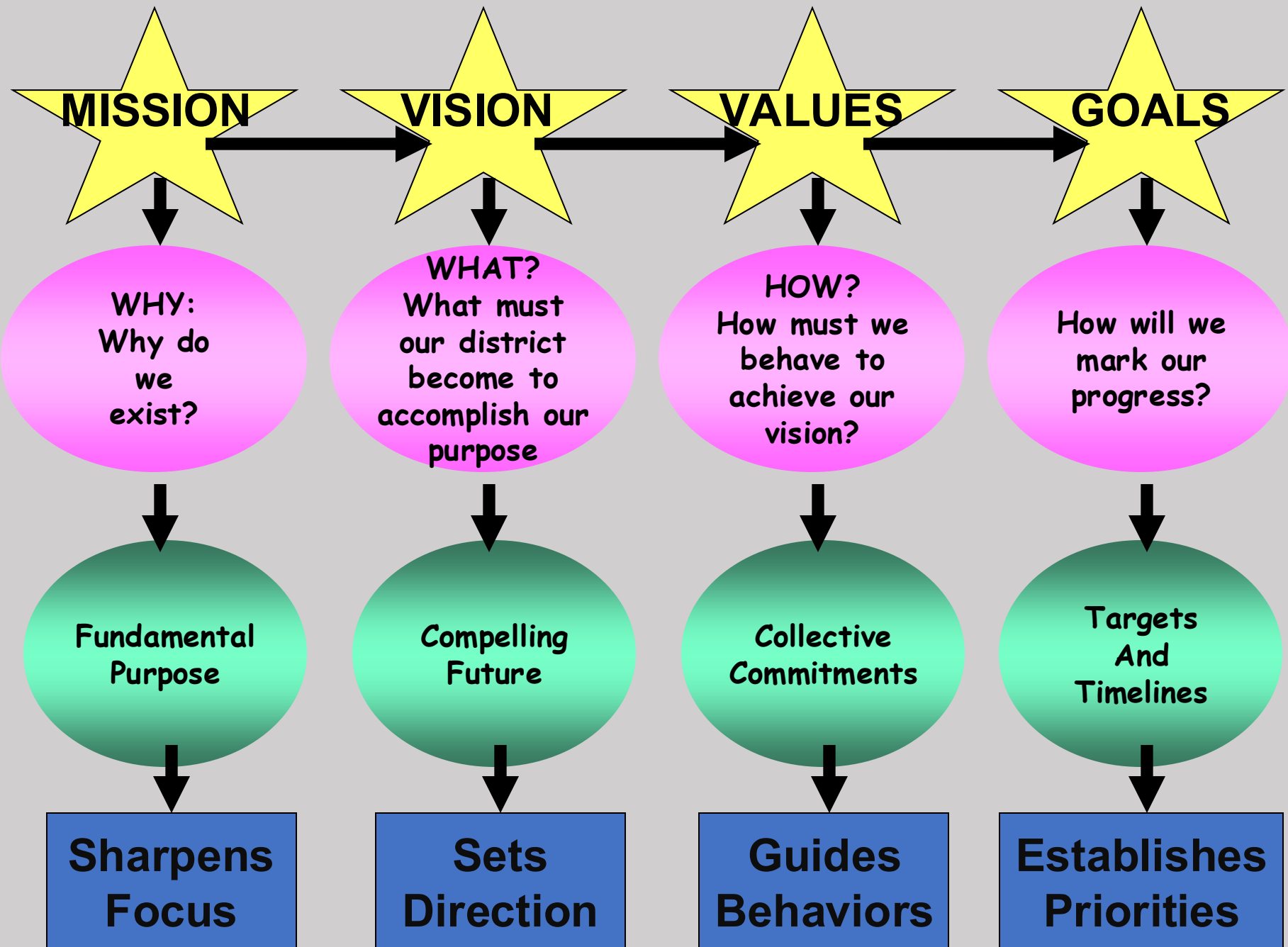
To envision a future that moves individuals, the school, and the district to a higher level of satisfaction and performance.

In person 4-hour session





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





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...



CRITICAL THINKING

- Evaluating information and arguments
- Making connections and identifying patterns
- Problem solving
- Constructing meaningful knowledge
- Experimenting, reflecting, and taking action on ideas in the real world



CHARACTER

- Learning to learn
- Grit, tenacity, perseverance, and resilience
- Self regulation, responsibility, and integrity



CITIZENSHIP

- Thinking like global citizens
- Considering global issues based on a deep understanding of diverse values and worldviews
- Genuine interest and ability to solve ambiguous and complex real world problems that impact human and environmental sustainability
- Compassion, empathy, and concern for others



CREATIVITY

- Having an "entrepreneurial eye" for economic and social opportunities
- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- Leadership to turn ideas into action



CRITICAL THINKING



CHARACTER



CITIZENSHIP



CREATIVITY



COMMUNICATION

COMMUNICATION

- Communicating effectively with a variety of styles, modes, and tools including digital
- Communication designed for different audiences
- Reflection on and use of the process of learning to improve communication



COLLABORATION



COLLABORATION

- Working independently and synergistically in teams
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Learning from and contributing to the learning of others



Many schools and districts have a ***mission and vision***, but few can articulate what it is and are using it to drive the future.

We will DRAFT Mission and Vision.

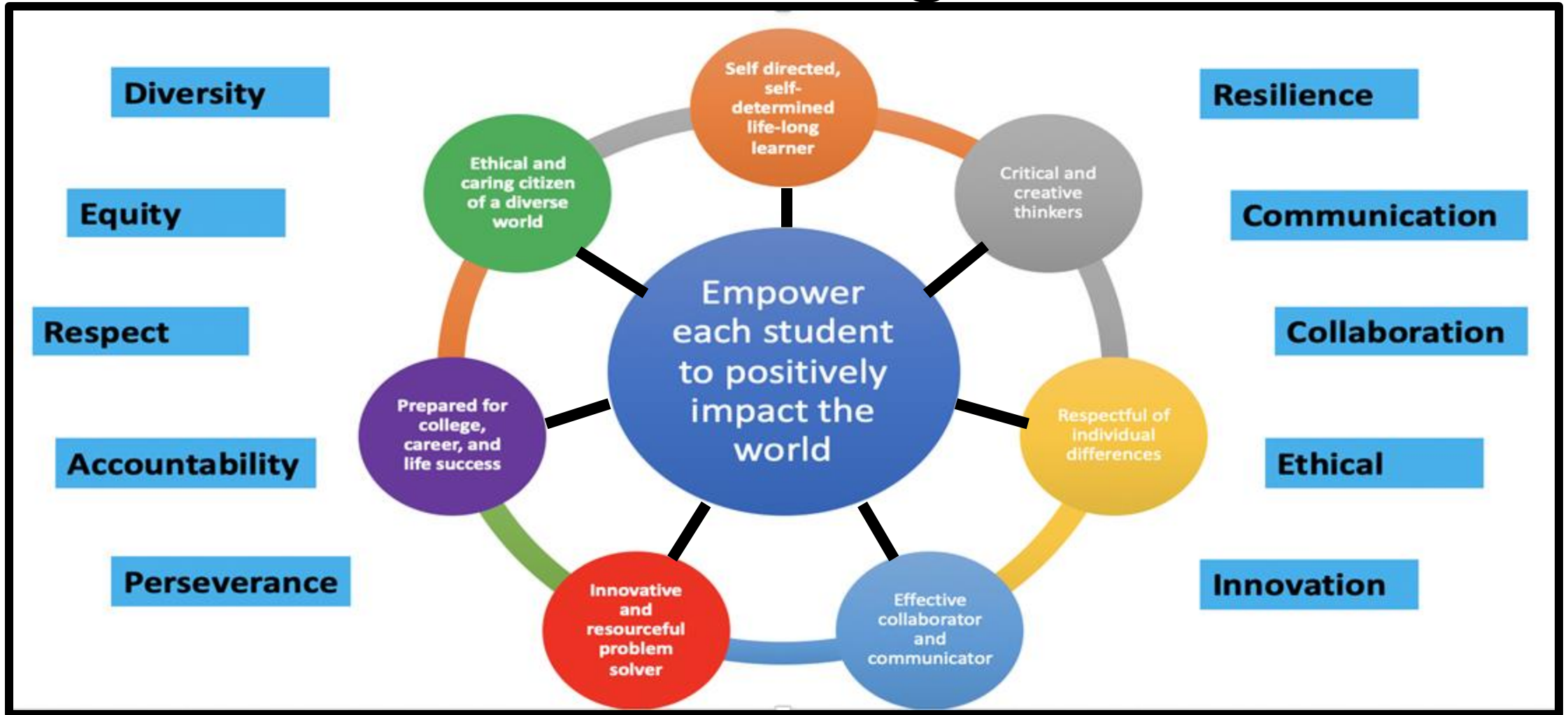
- Create a Portrait of a Graduate
- Create a Portrait of an Employee
- Create a Portrait of the System

We will DRAFT Core Values.

***“Some see things as they are and say, “Why?”
I dream of things that never were and say, “Why not?”***

George Bernard Shaw

District Strategic Plan

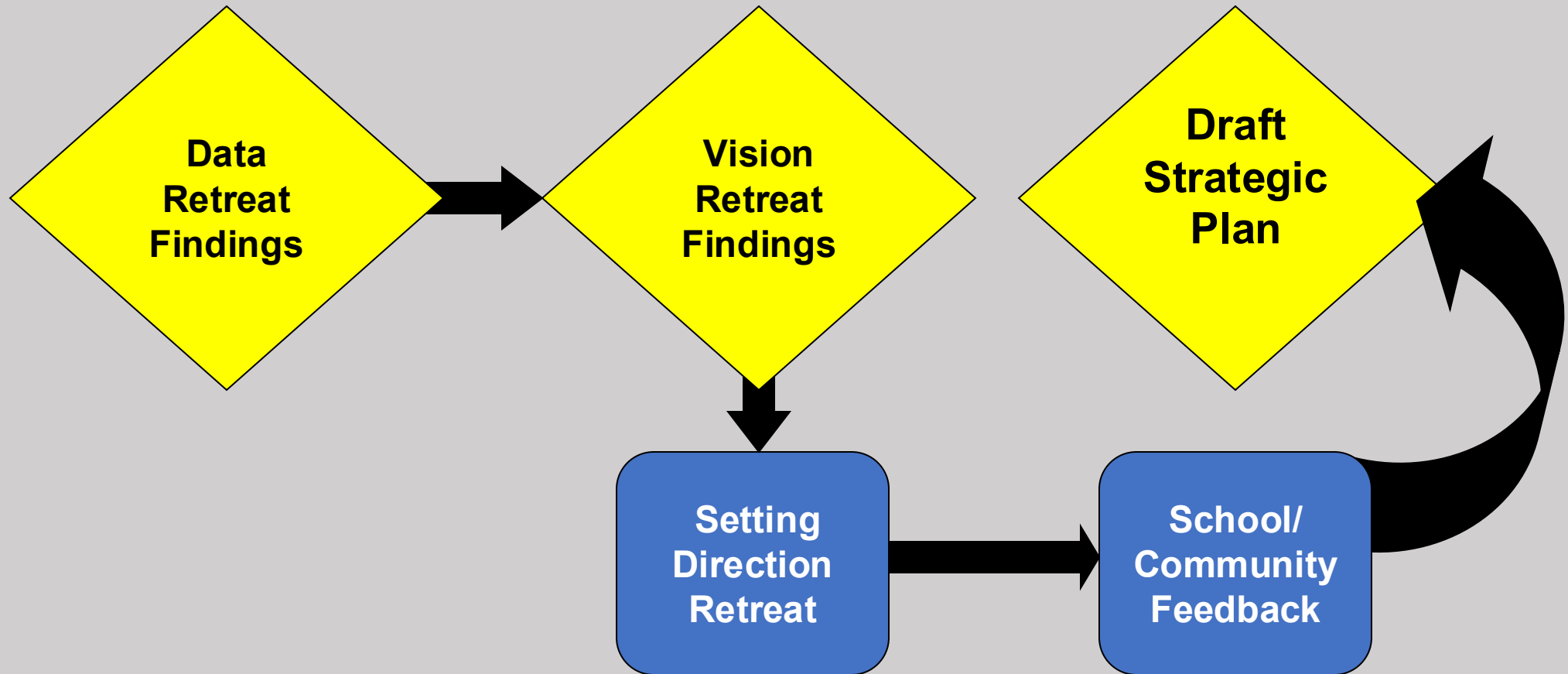


WHY WE EXIST and WHERE WE ARE HEADED

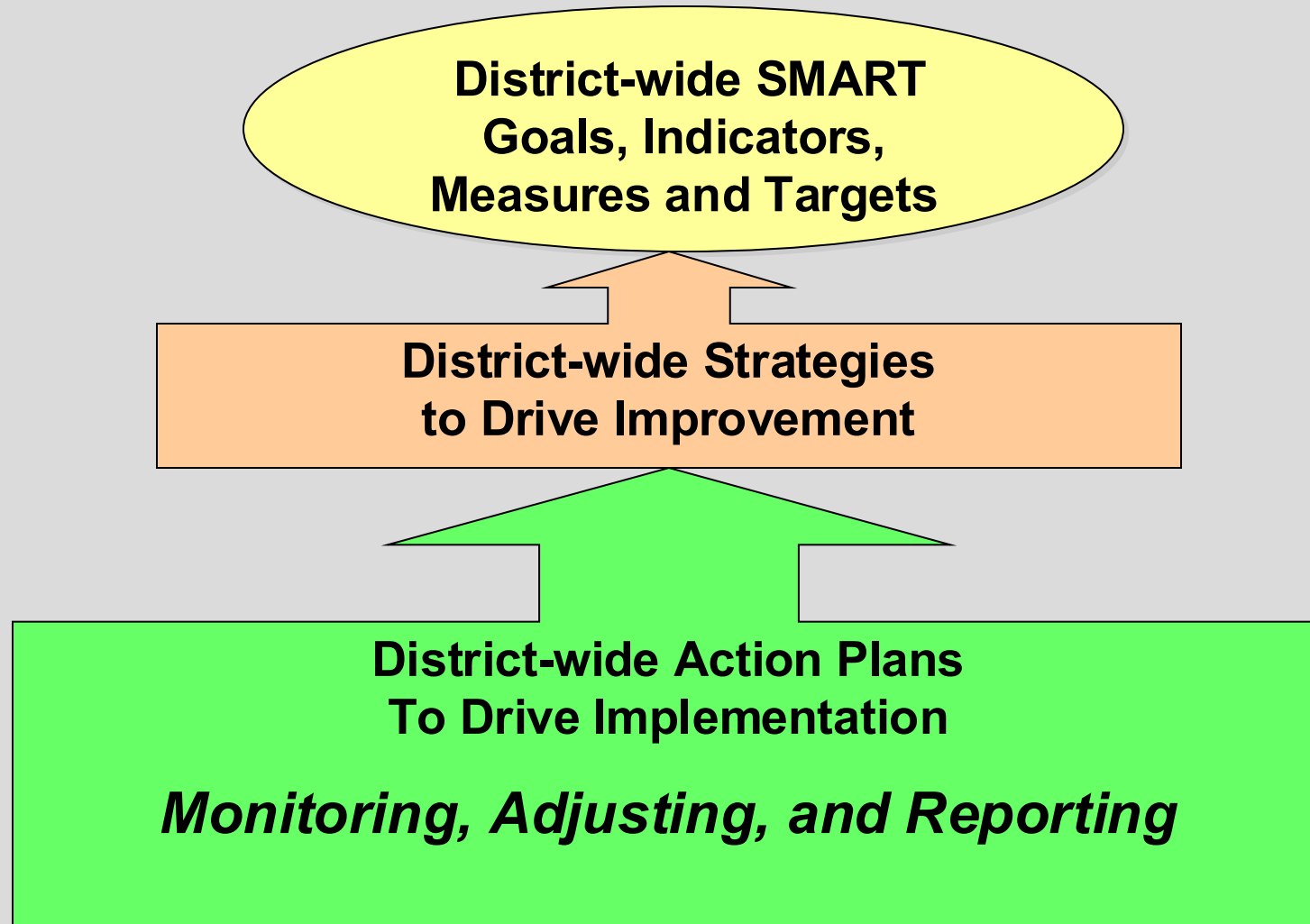


**Setting Direction Retreat: How do we get from where we are now to where we want to be?
To determine high priority strategies to accomplish long-range goals
In person 4 - hour session**

PART THREE: Draft the Plan - **How do you get from where you are to where you want to be?**



SMART goals require aligned strategies and well-designed action steps in order to provide stakeholders with a map of what's important and a plan for how to get there.





Final Meeting of Plan Team. Virtual

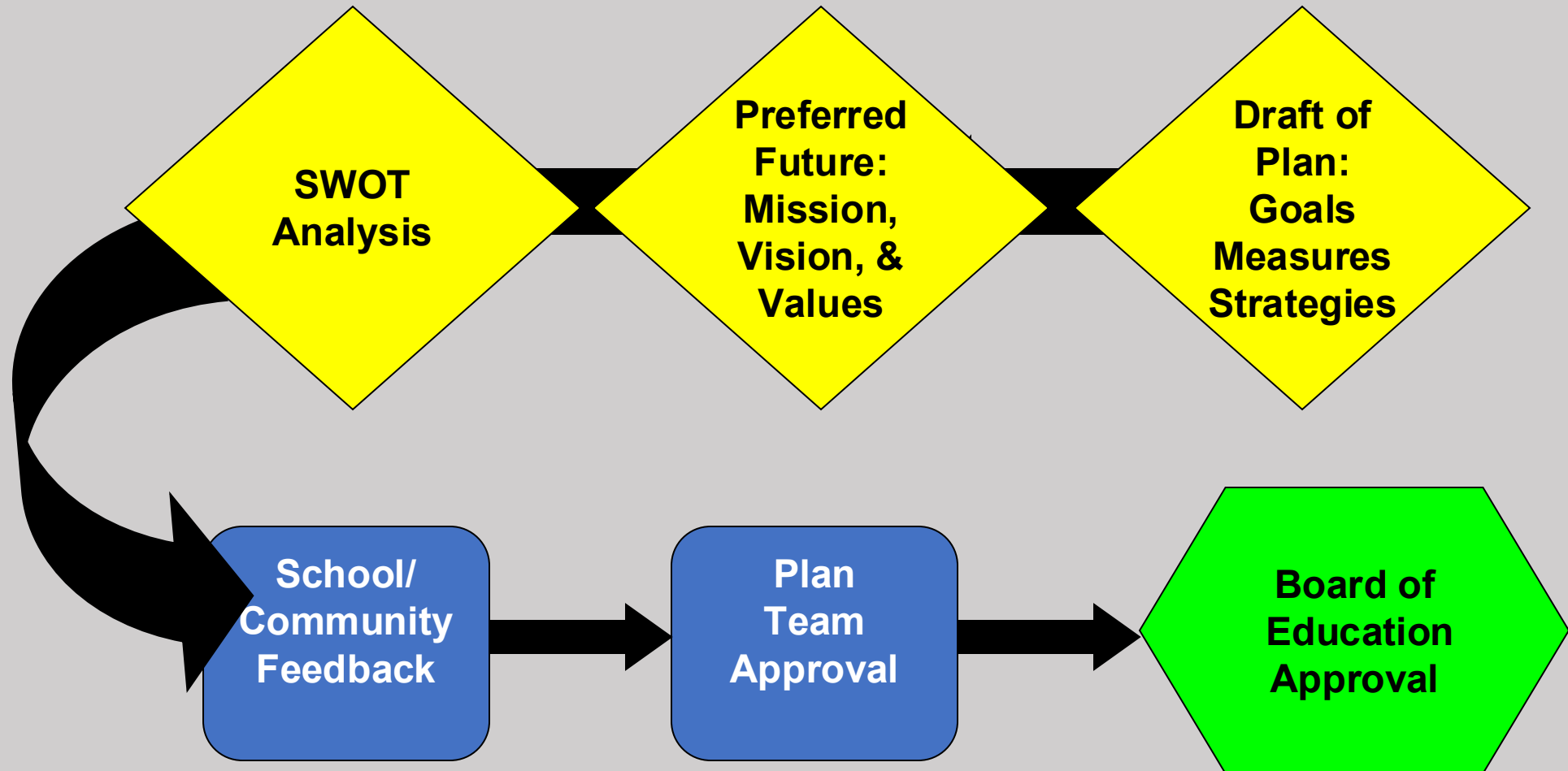
“What we will recommend.”

Review Edit Team Draft

Review Stakeholder
Feedback

Finalize Recommendation

PART FOUR: Finalizing the Plan



PLAN DRAFT



Deliverables

- One Page Strategic Plan-
Vision, Mission,
Values/Beliefs, Goals,
Strategies
- Support Document
containing details related
to the One-Page Plan



FEEDBACK
AND
REFINEMENT





STRATEGIC PLAN

The 2017-2018 strategic planning process called Forward 47 was driven by stakeholders — engaging parents, community members, board members, staff, administrators, and former students in a collaborative effort. The new plan is intended to help shape the District's focus moving forward, build on existing strengths, and provide opportunities for growth over the next five years. In January 2018, the District 47 Board of Education approved the new strategic plan, establishing a set of priorities based on guiding principles designed to improve learning for all students.

OUR VISION

Where We Are Headed

Learners are empowered when they:

- Demonstrate academic growth by being independent and strategic learners.
- Apply the life skills of collaboration, communication, citizenship, character, critical thinking, and creativity in real world situations.
- Set goals, monitor progress, and recognize improvement.
- Learn in an environment that is safe, engaging, and collaborative.
- Are supported by high-quality educators committed to meeting individual needs through relevant and differentiated instruction.
- Are supported by collaborative partnerships that engage families and the community.

OUR VALUES

What We Stand For

- Collaborative and respectful relationships
- Equitable and timely resources
- Engaged and innovative instruction
- Growth and continuous improvement
- Recognizing and accepting individual differences
- Responsible and accountable stakeholders
- Safe, secure environment
- Social, emotional, and physical well-being

OUR MISSION

Why We Exist

EMPOWERING ALL STUDENTS
Learners Today-Leaders Tomorrow

OUR GOALS AND STRATEGIES

What We Will Achieve
What Is Our Priority Work



Student Growth and Achievement



Learning Environment



Work Environment



Family and Community Partnerships



Resource Efficiencies

For more information, visit www.d47.org/forward47. #D47pride

EMPOWERING ALL STUDENTS

Learners Today-Leaders Tomorrow



Student Growth and Achievement

Ensure maximum development, growth, and achievement for all students.

- Align and select curriculum and assessment to reflect rigor, relevance, and the 6 Cs — critical thinking, collaboration, citizenship, creativity, and communication.
- Meet the learning needs of all PreK-8 students and close achievement gaps through an improved differentiated instruction, intervention, and enrichment system.



Learning Environment

Cultivate a supportive learning environment that is safe, inclusive, innovative, and engaging.

- Assess and support the social and emotional needs of all students.
- Assess and support PreK through grade 2 early learners who are delayed in their readiness.



Work Environment

Cultivate a supportive, positive, and productive work environment that attracts, develops, and retains high-quality staff.

- Develop an aligned data system for making informed decisions, monitoring progress, and reporting results.
- Provide time, tools, and clear expectations to ensure effective staff collaboration.
- Provide time, tools, devices, and clear expectations to integrate technology into teaching and learning.



Family and Community Partnerships

Engage families and the community as vital partners in the learning process.

- Investigate and utilize effective tools and strategies to engage families, businesses, and the community as vital partners in the learning process.



Resource Efficiencies

Align resources within a balanced budget to accomplish priorities and ensure equity within the District.

- Ensure equity in allocating fiscal and program resources across the District to address variances in individual school needs.
- Address facility needs in a timely manner to ensure an optimal teaching and learning environment.



For more information, visit www.d47.org/forward47. #D47pride



Activity Four: Status of the Current Strategic Plan

5 minutes



Review of Current Plan

- Does the district have a strategic plan?
- What has guided direction, growth, & improvement?



Journey

Arlington Heights School District 25's

Strategic Plan 2021-2025

A recap of District 25's
Strategic Plan 2021-2025.



We are
Together
Today 2
Transform
Tomorrow.

We're excited for what's ahead and remain committed to doing what's best for our students, together. We want to share what we have accomplished over the course of the current strategic plan and what impacts we have made.

TOGETHER TODAY TO TRANSFORM TOMORROW!



Empower an inclusive, diverse community of learners to innovate and thrive as global citizens.

OUR VISION

Cultivate a personalized environment of excellence that prepares every learner, every day, for a better tomorrow by:

Building the knowledge, skills and attitudes of learners to be successful, contributing citizens of a global society.

Developing resilience and perseverance in learners to problem-solve and co-create their learning.

Embracing individuality and modeling empathy in an inclusive environment.

Promoting learner confidence, courage, growth mindset and well-being.

Fostering collaboration, voice and engagement with and among staff, families and our communities to partner in ensuring each learner's continuous improvement.

Ensuring equity of resources, access and opportunities for all learners and staff to learn, work and succeed.

OUR VALUES

The following core values will guide our behaviors and actions:

Compassion & Empathy

Inclusivity & Diversity

Equity & Social Justice

Innovation & Creativity

Collaboration & Communication

Resilience & Perseverance

We are grounded in a strong mission.

We need to extend our vision into the future.

We feel we live our values.

We want to develop a learner/graduate profile to align with District 214 graduate portrait.

OUR GOALS & STRATEGIES

STUDENT ACHIEVEMENT GOAL:

Refine and extend instructional practices, programs and services to ensure all learners are academically ready for high school and beyond.

Strategies that need attention to achieve this goal at a higher level.

Refine and expand our continuum of services to better meet the needs of all students and close performance gaps for identified student subgroups.

Ensure high student engagement and ownership of their learning through hands on, authentic, real-life learning opportunities and innovative teaching practices.



FAMILY & COMMUNITY GOAL:

Strengthen family and community relationships to enhance learning, teaching, and partnerships.

Strategies that need attention to achieve this goal at a higher level.

Improve classroom, school and district connections, collaboration, and communication with our families and community to enhance external relationships, trust, respect, commitment, engagement and satisfaction.

Develop effective partnerships with community agencies, higher education and District 214.



LEARNING ENVIRONMENT GOAL:

Cultivate a healthy climate and culture that creates conditions and supports to meet the needs of all learners.

Strategies that need attention to achieve this goal at a higher level.

Address the growing social, emotional and mental health needs of our students, families, and staff.

Foster a sense of belonging, mutual understanding and competence to address diversity, equity, social justice, racism and inclusion in our everyday practices.



HIGH-QUALITY STAFF GOAL:

Attract, develop, and retain diverse, high-quality, innovative employees.

Strategies that need attention to achieve this goal at a higher level.

Improve policies, procedures and hiring practices with our employees to enhance internal relationships, trust, respect, commitment, collaboration, communication and satisfaction.

Refine and extend data collection, analysis, progress monitoring and reporting to promote continuous improvement at all levels of the system.



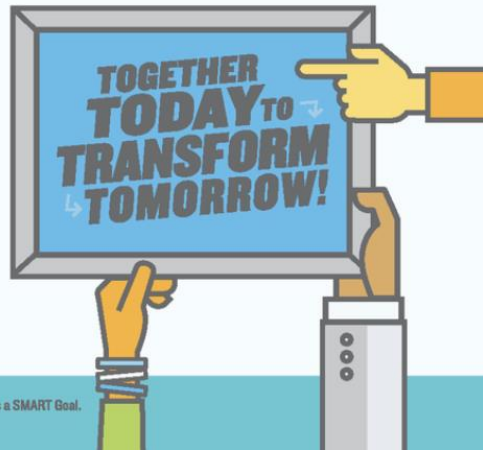
STEWARDSHIP OF RESOURCES GOAL:

Demonstrate stewardship by allocating resources effectively and equitably.

Strategies that need attention to achieve this goal at a higher level.

Address time, space and aging facilities to ensure an optimal learning and teaching environment.

Explore and develop new financial strategies to respond to the changing nature of school funding and projections to continue to offer equitable, high-quality programs and services to our students and families.



Rooted in five broad goals, Student Achievement, Family & Community, Learning Environment, High-Quality Staff, and Stewardship & Resources, the plan helped align our efforts and initiatives across the district.



Student Achievement

Refine and extend instructional practices, programs and services to ensure all learners are academically ready for high school and beyond.

Goal Strategies:

- Refine and expand our continuum of services to better meet the needs of all students and close performance gaps for identified student subgroups.
- Ensure high student engagement and ownership of their learning through hands on, authentic, real-life learning opportunities and innovative teaching practices.



Implemented a full-day kindergarten program to strengthen early learning foundations and increase student readiness for first grade.

Enhanced foundational literacy instruction through differentiated professional learning, improving targeted reading support for all students.

Expanded differentiated supports for students and staff by adding Advanced Learning Specialists, Instructional Coaches, and Student Services Specialists, fostering personalized learning and growth.

Launched a comprehensive program review process that integrates professional learning with high-quality instructional materials, driving continuous improvement in teaching and learning.

Goal Accomplishments



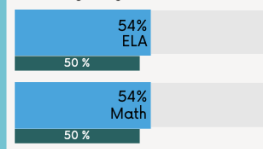
- **Implemented a full-day kindergarten program** to strengthen early learning foundations and increase student readiness for first grade.
- **Enhanced foundational literacy instruction** through differentiated professional learning, improving targeted reading support for all students.
- **Expanded differentiated supports for students and staff** by adding Advanced Learning Specialists, Instructional Coaches, and Student Services Specialists, fostering personalized learning and growth.
- **Launched a comprehensive program review process** that integrates professional learning with high-quality instructional materials, driving continuous improvement in teaching and learning.

Goal Metrics

● Strong ● Neutral ● Weak

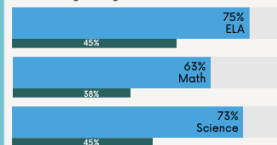
Student IAR GROWTH Performance

State average is in green



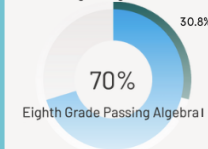
Student IAR PROFICIENCY Performance

State average is in green



8th Grade Students Passing Algebra I

State average is in green



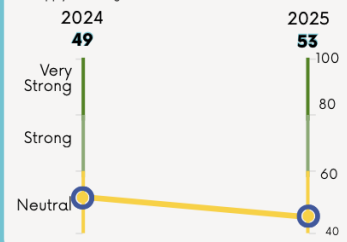
Program Coherence

School programs are coordinated and consistent with the goals for student learning.



Ambitious Instruction Classes:

These metrics show how well the District's Ambitious Instruction classes are defined, interactive, and encourage students to build and apply knowledge.



Key Performance Indicators

- State Assessment Reading and Math GROWTH
- State Assessment Reading and Math PROFICIENCY
- 8th Grade Students Passing Algebra
- Program Coherence
- Ambitious Instruction Classrooms



Activity Five: The need for strategic planning

5 minutes



A strategic plan is **not just a document**—it is:

- A **roadmap** for improving student outcomes,
- A **communication tool** for the community,
- A **framework** for making tough decisions,
- And a **system for measuring impact.**

It empowers the district to ***move with purpose rather than reaction.***



Why a School District Needs a Strategic Plan

- **To Establish a Shared Vision**

- School districts involve many groups—students, families, staff, unions, community partners, taxpayers.
- A strategic plan ensures everyone is working toward the same goals rather than pulling in different directions.

- **To Prioritize Resources**

- Time, funding, and staffing are limited.
- A strategic plan helps leaders choose what to invest in first—and what to stop doing—based on what matters most for student success.

- **To Make Decisions Based on Data, Not Tradition**

- Without a plan, decisions can become reactive (“We’ve always done it this way”).
- A strategic plan uses metrics and student data to guide improvements.

- **To Improve Accountability and Transparency**

- A plan provides clear metrics and progress benchmarks.
- Stakeholders can see what the district is working on and how success is measured.

- **To Ensure Stability Through Leadership Changes**

- Superintendents and board members change.
- A strategic plan keeps long-term priorities intact so progress isn’t lost with each transition.

Benefit

What This Looks Like in Practice

Clear Academic Priorities	Staff know what to focus on (e.g., early literacy, graduation pathways).
Alignment Across Schools	Schools aren't operating in silos; practices become consistent and coherent.
Efficient Use of Resources	Funds, PD, and staffing align to goals—reducing waste and redundancy.
Stronger Community Trust	Parents and community members see the district's direction and progress.
Better Student Outcomes	When instruction, systems, and supports align, achievement improves.
Stability and Continuity	Initiatives aren't abandoned when leadership changes.

Benefits of Having a Strategic Plan

Plans are only good intentions unless they immediately degenerate into hard work." - [Peter Drucker](#). This quote stresses that a plan is useless without the work to make it a reality.

"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success." - [Jeroen De Flander](#). This quote emphasizes the necessity of both a belief in the plan and vigorous action to achieve goals.

**Activity Six :
Strategic Plan
Survey-
5Essentials 2025**
20 minutes



5 Essentials: 2024 compared to 2025

Essentials	Performance Across Years		
	2024	2025	
Involved Families	65	68	Strong
Supportive Environment	64	59	Neutral
Collaborative Teachers	52	54	Neutral
Effective Leaders	51	54	Neutral
Ambitious Instruction	53	49	Neutral
Highest Involved Families Involved Families are Strong. Categories are Very Strong, Strong, Average/Neutral, Weak, Very Weak		Lowest Ambitious Instruction Many of the 5 Essentials have been in decline Effective Leaders, Collaborative Teachers , and Ambitious Instruction are approaching Weak	

Strengths/Celebrations/Points of Pride:

Teacher-Parent Trust	+ 7	73 Strong		Involved Families	Teacher
Parent Involvement in School	+ 3	69 Strong		Involved Families	Teacher
Safety	- 5	65 Strong		Supportive Environment	Student
Student-Teacher Trust	- 7	61 Strong		Supportive Environment	Student
Parent Influence on Decision Making in Schools	- 3	60 Strong		Involved Families	Teacher
Program Coherence	+ 8	60 Strong		Effective Leaders	Teacher

6 of the Essential Measures are Strong.
 3 Improved over prior year
 3 Declined over prior year

Go to page 3

Weaknesses/Opportunities for Improvement:

School Commitment	+ 2	59 Neutral		Collaborative Teachers	Teacher
Quality of Student Discussion	+ 0	58 Neutral		Ambitious Instruction	Teacher
Teacher-Teacher Trust	+ 0	56 Neutral		Collaborative Teachers	Teacher
Collective Responsibility	- 2	54 Neutral		Collaborative Teachers	Teacher
Teacher Influence	+ 0	53 Neutral		Effective Leaders	Teacher
Instructional Leadership	+ 1	52 Neutral		Effective Leaders	Teacher
Quality Professional Development	+ 10	51 Neutral		Collaborative Teachers	Teacher
Teacher-Principal Trust	+ 2	51 Neutral		Effective Leaders	Teacher
Academic Personalism	- 7	50 Neutral		Supportive Environment	Student
Academic Press	- 6	50 Neutral		Ambitious Instruction	Student
Collaborative Practices	+ 0	48 Neutral		Collaborative Teachers	Teacher
English Instruction	- 1	46 Neutral		Ambitious Instruction	Student
Math Instruction	- 4	45 Neutral		Ambitious Instruction	Student
0 Essential measures are weak 13 Essential measures are neutral and below 60 suggesting need for improvement. 4 Improved over prior year 5 Declined over prior year Remained the same					

Strengths/Celebrations/Points of Pride:

Page	Measure	Change	Performance	Essential	Respondent
33	Inquiry-Based Science Instruction	- 1	77 Strong	 Supplemental Measures	Student
34	Parent Supportiveness	+ 1	77 Strong	 Supplemental Measures	Student
35	Student Responsibility	+ 0	69 Strong	 Supplemental Measures	Teacher
36	Course Clarity	+ 6	67 Strong	 Supplemental Measures	Student
37	Human & Social Resources in the Community	- 1	66 Strong	 Supplemental Measures	Student
38	Classroom Disruptions	+ 1	64 Strong	 Supplemental Measures	Teacher
39	Teacher Safety	+ 0	64 Strong	 Supplemental Measures	Teacher
40	Student Peer Relationships	- 4	61 Strong	 Supplemental Measures	Student
41	Rigorous Study Habits	- 1	60 Strong	 Supplemental Measures	Student
9 Supplemental Measures are Strong 3 Improved over prior year 4 Declined over prior year 2 Remained the same					

Weaknesses/Opportunities for Improvement:

42	Socialization of New Teachers	+ 1	58 Neutral	 Supplemental Measures	Teacher
43	Innovation	+ 0	53 Neutral	 Supplemental Measures	Teacher
44	Classroom Rigor	- 6	50 Neutral	 Supplemental Measures	Student
45	Reflective Dialogue	+ 4	49 Neutral	 Supplemental Measures	Teacher
46	Academic Engagement	- 8	45 Neutral	 Supplemental Measures	Student

0 Supplemental Measures are weak.

5 Supplemental Measures are neutral and below 60.

2 Improved over prior year

2 Declined over prior year

1 Remained the same

Difference Between Evidence-Based Data and Perception Data

Aspect	Evidence-Based Data	Perception Data
Definition	Information that is verified, measurable, and supported by facts, research, or observation.	Information based on opinions, beliefs, feelings, or personal interpretations rather than proven facts.
Source	Comes from research studies, experiments, measurements, surveys with statistical analysis, official records.	Comes from people's viewpoints , such as interviews, feedback, anecdotal experience, or personal observations.
Reliability	Highly reliable because it can be tested and replicated.	Less reliable because different people may perceive the same situation differently.
Can be Proven?	Yes — it can be verified or proven.	No — it cannot be proven in the same way; it's subjective.



Activity Seven: Strategic Plan Website

5 minutes





Strategic Plan Page

[Menu](#)[Home](#) > [Our District](#) > [About Us](#) > [Strategic Plan | 21-25](#) > [Strategic Plan Page](#)

About Us

[About Us](#)[School Maps & Directory](#)[District 25's Staff Directory](#)[District 25 Stories & Videos](#)[Strategic Plan | 21-25](#)[Early Childhood](#)[Branding](#)

Welcome to the District 25 Strategic Plan Hub

This page includes two key resources to help you understand where we are and where we're headed:

1. Our Current Strategic Plan (2021–2025):

Click below to explore an interactive dashboard that highlights our goals, progress, and key outcomes from the current plan.

2. Strategic Plan Refresh (2025–2026):

Scroll down to learn about the process we are currently undertaking to refresh our Strategic Plan, including timelines, stakeholder engagement, and how you can stay involved.

Orientation Documents & Resources

- **Agenda**
- **Participant Handout**
- **Table & Article Assignments**
- **Strategic Planning Schedule**
- **Homework Assignment**
- **Strategic Plan Refresh Team Roster**
- **Strategic Plan 21-25 Recap**
- **5Essentials Survey Results 2025**
- Article 1: **Opportunity Myth**
- Article 2: **10 Principals of Schools for Modern Learning**
- Article 3: **State of Student Experience**



One Stop Communication Collaboration

- All team documents
- All team products and artifacts
- All team discussion activities
- Stakeholder feedback
- All team articles and research
- Great for stakeholders not on the team to get involved

Activity Eight:
Preview Data
Retreat
Next Steps
Appreciations

5 minutes



Preview Data Retreat

Answers the question: **Where are we now?**

Paint a data picture to identify what is trending in a positive direction and what is trending in a negative direction

- **Know our strengths and celebrations**
- **Know our weaknesses and opportunities**
- **Prepare a SWOT analysis**



Thanks to the Strategic Plan Team

