



Strategic Plan

Board Work Session #2

November 28, 2023



Welcome!

Dr. Carmine Peluso
Superintendent of Schools



Today's Focus

- Core Values
- Vision
- Mission
- Portrait of a Graduate



What is each element?

Core Values	Set of beliefs that drive all behaviors of the district.
Vision	Describes what the district hopes to achieve or be in the future.
Mission	Articulates what is unique about who the district is, what the district does, and who the district serves.



Core Values



What is a core value?



Accessed online from [Futures Without Violence](#)

Core values direct the behavior and decision-making of an organization's employees.



Sample Core Values

Diversity

We believe the different experiences individuals bring to our schools are strengths. Embracing diverse cultures, perspectives and abilities enables students and adults to feel valued and safe, a key prerequisite for learning and growth. We are committed to providing an environment where students and staff from all cultures and backgrounds can succeed.

Empathy

We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

Integrity

We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and dealing with everyone with respect.

Innovation

We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, ownership of those problems is assumed by the adults in the district and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions found, and clear and compelling goals are established.

Equity

We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

Guilford County
Schools (NC)



Sample Core Values

CORE VALUES

We believe in **developing people.**

We know that we are only as strong as our team and that as each person develops as a learner and a leader, our district becomes stronger. We are committed to investing in the development of our people through coaching, feedback, and training, as well as by fostering an environment that encourages personal development and professional growth. We believe that by supporting the growth of our team members will we all achieve our maximum potential.

We believe in **equity.**

We acknowledge that access to opportunities and success is not – and has not been – the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

We believe in **keeping students our priority.**

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We make decisions and measure progress based on how well we are supporting our staff and improving outcomes for our students. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

We believe in **integrity.**

We strive to do the right thing, recognizing that what is right is not always what is easy. We operate with respect and kindness and are honest, transparent and responsive in our communication and actions. We collaborate openly and hold ourselves and each other accountable.

We believe in **joy.**

We see our work as much more than a job and we are here because we love what we do. We take pride in doing great work and celebrate our collective and individual successes. We cultivate positive relationships, express gratitude, and support and uplift one another.

Waukee Community School District (IA)



Sample Core Values



STUDENTS FIRST:
We recognize students as whole children and put their needs first in everything we do.

...



EQUITY:
We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.

...



EXCELLENCE:
We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

...



TEAMWORK:
We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.

...



COURAGE:
We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

...



JOY:
We enjoy our collective work and will enthusiastically celebrate our success and each other.

District of Columbia Public Schools (DC)



Sample Core Values

Alexandria City Public Schools (VA)



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.



Feedback from the Steering Committee

achievement assets_based
culture resilience academic_excellence
welcoming diversity inclusive
accountability student_centered empathy critical
cultural_humility safety family trust engagement equity
village joy integrity
truth excellence pride determined
transparency inclusion empowering resourceful restorative
leadership thinking compassion
high_expectations success community relationships
students_first family_focused activism
passion perseverance collaborative
acceptance



Draft Core Values

- Excellence
- Diversity, Equity, and Inclusion
- Student-Centered
- Relationships
- Safety



Vision



Vision

Describes what the district hopes to achieve or be in the future.



Sample Vision Statements

“Making the best possible ice cream, in the nicest possible way.”

- Ben & Jerry's

“To organize the world's information and make it universally accessible and useful.”

- Google

“To make people happy.”

- Disney

“To develop leaders who will one day make a global difference.”

- Harvard

“We will help people live longer, healthier, happier lives.”

- CVS

“To reduce human trauma and economic costs associated with automobile accidents.”

- Progressive



Key Ingredients of a Vision

1 – The output

When you define what you do as an outcome, you start to transform your product or service into a benefit. Vision statements that talk about benefits are far more inspiring than those that talk about the service or product itself.

2 – The twist

Your vision statement needs a unique selling point. This is a key ingredient in helping you bring focus and inspiration to your vision.

3 – The quantification

With no possible end in sight (or a totally unrealistic one), the initial inspiration derived from a great vision can turn to frustration. Give yourself a goal to assess progress against but it doesn't have to be numeric.

4 – The human connection

Include something that makes people conjure a specific mental image when they read your vision statement.



Sample Vision with Key Ingredients

- 1 – The output
- 2 – The twist
- 3 – The quantification
- 4 – The human connection

Producing and selling locally sourced cakes and pies that are so delicious and satisfying that every customer who leaves our store does so with a smile.



Current District Vision

Ensure all students equitable access to a high-quality education and graduate each student as a productive member of society.



Steering Committee Feedback - Current Vision

- Change “equitable access” and “productive member of society”
- Doesn’t feel like it aims high enough. We want RCSD scholars to be the best version of themselves / reach their full potential when they leave RCSD. We want them to be whole people – empathetic, caring, and global citizens who are prepared for a career path or to enter college. We want our scholars prepared for life.
- Current vision statement feels rigid and lacks inspiration. We’d like to see more human connection.
- Remove “productive member of society”.
- Include what makes us unique.
- Take out “equitable” and add “excellence in academics”.
- Take out “productive members” and add “contributing”.



Steering Committee Feedback - Sample Visions

- We are a tight knit community that activates dreams and unlocks potential.
- Creating healthy, joyful spaces (schools and programs) for individual students so that they are prepared for life.
- Ensure all students have a high-quality education, reach their highest potential, and become contributing citizens.
- Graduate students who are prepared for life through equitable access to high quality education and student-centered support.



Drafts Based on Board Feedback

- Ensure all students have a high-quality education, reach their highest potential, and become contributing citizens.
- Ensure all students have a high-quality education and reach their highest potential as free-thinking, well rounded graduates.



Discussion

What did you find compelling about the two examples?

Are there revisions that should be made to make them stronger?



Mission



Mission

Articulates what is unique about who the district is, what the district does, and who it serves.



Mission

Describes what is
unique about
who we are

Describes what is
unique about
who we serve

Describes what is
unique about
what we do



Steering Committee Feedback - Who We Are

- We are ONE RCSD (well, we want to be, but we're not there yet).
- Part of the Big Five, well-resourced community
- 3rd largest urban district in New York state. We represent over 67 languages.
- We accept everyone, therefore all are welcome.



Steering Committee Feedback - Who We Serve

- All students and their unique identities and strengths
- Our scholars are global citizens and multilingual.
- Culturally diverse learners, families, faculty, and staff
- Diverse group of urban families



Steering Committee Feedback - What We Do

- We educate people PK3 through adult.
- We teach academics, arts, athletics, professional, vocational, trades. We have lots of rich opportunities!
- We have diverse programs and offerings from cradle to career.



Steering Committee Feedback - Sample Missions

- We tap into and honor individuality and voice in all RCSD families and community members by creating a supportive, collaborative, and safe environment.
- We commit to utilizing all resources available in the district and community to help our scholars reach (or unlock) their highest potential.
- As stewards of Rochester's youth, we create a community of empathy, equity, and accountability that encourages the development of empowered students who are prepared to succeed beyond graduation.
- We are a tight knit community that activates dreams and unlocks potential.



Drafts Based on Board Feedback

- We tap into and honor individuality and voice in all RCSD families and community members by creating a supportive, collaborative, and safe environment.
- As stewards of Rochester's youth, we create a community of empathy, equity, and accountability that encourages the development of empowered students who are prepared to succeed beyond graduation.



Discussion

What did you find compelling about the two examples? Is there one that you prefer?

Are there revisions that should be made to make them stronger?



Portrait of a Graduate

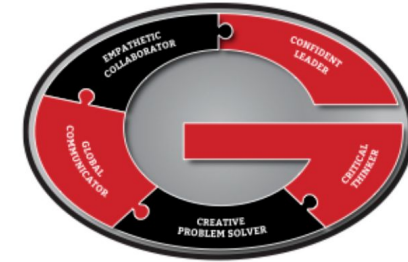


What is a Portrait?

- Articulates the hopes, aspirations, and dreams the community has for its young people.
- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.
- No more than six words or phrases with descriptions.



PORTRAIT OF A GRADUATE



Gainesville Independent School District is committed to providing all students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

CONFIDENT LEADER

GISD graduates will develop a strong work ethic and leave our district grounded in a purpose enabling them to lead, embrace challenges and persevere to achieve their goals.

EMPATHETIC COLLABORATOR

GISD graduates will leave the district with a foundation for effective collaboration grounded in empathy and a desire to understand differing viewpoints and learn from others' experiences and cultures.

GLOBAL COMMUNICATOR

GISD graduates will be prepared to navigate a complex, ever-changing global society and economy via effective communication grounded in global thinking, digital literacy, and the understanding that communication includes verbal and non-verbal modes that are unique across cultures.

CREATIVE PROBLEM SOLVER

GISD graduates will develop creative minds that solve real-world problems that we are unable to predict in an ever-changing society.

CRITICAL THINKER

GISD graduates will develop critical thinking and curiosity about the world to foster life-long learning for themselves and service to others.

Portrait of a Graduate Examples

PORTRAIT OF A GRADUATE



In RCPS, we aspire to have graduates who are . . .

Innovative

- Approach challenges with a growth mindset
- Nurture their curiosity and creativity
- Are open-minded and responsive to new and diverse perspectives

Resilient

- Adapt to evolving job opportunities in a changing world
- Think critically and collaboratively to solve complex problems
- Persevere to reach their maximum potential

Dedicated

- Lead by example and with integrity
- Contribute to their communities and on a global scale in meaningful ways
- Authentically engage with others and always seek to find understanding

Empowered

- Can imagine a life they envision for themselves
- Inspire others to act
- Possess all the tools needed to achieve their dreams



Academics
Waukees graduates will be prepared with the content knowledge and skills necessary for their future success. They must be provided a variety of rigorous curricular options that apply to their interests, skills, and aspirations.

Leadership - The ability to interact with employees, clients and other stakeholders and unite them behind a single purpose is an age-old skill that shows no signs of losing importance.

Future Ready Skills
Waukees graduates will be prepared to navigate a complex, ever-changing global society and economy. The following skills will be demanded by employers across industries and sectors.

- **Critical Thinking** - The ability to reason and analyze information to come up with new solutions to a problem. It's one skill that can't be automated.
- **Creativity** - With the constant influx of new products and services, employers need creative minds that can apply these new tools to their product and industry.
- **Collaboration** - The ability to work with others is a timeless skill, but as processes move faster and become more complex, the ability to understand others, be sensitive to their needs and find a way to work together will be more important than ever.
- **Communication** - Communicating clearly in multiple modes is a much-desired skill across industries.
- **Technology/Media Literacy** - Being able to understand how to work with the most up-to-date tools is a crucial skill in the constantly changing landscape of work. As automated services become more prevalent, the ability to speak the language of these tools becomes a necessity for all employees.

Inquiry
Waukees graduates will be prepared with the fundamental skills and knowledge of inquiry to be information literate. Information literacy is a prerequisite for success in all subjects of the curriculum, for preparation for work and further education, and for lifelong learning. The purpose of inquiry is to encourage high levels of critical thinking so that processes and resources are appropriate, conclusions are based on supporting evidence, problems are solved and decisions are made that will extend learning for a lifetime.

Wellness
Waukees graduates will be prepared with essential health and wellness skills and opportunities to continue extending these skills beyond graduation. More and more youth are coming to school with conditions that are negatively impacting their lives. No longer can health and wellness be considered an "if we have time we'll get to it" part of a school day. As evidenced by the data, youth are increasingly entering our classrooms anxious, lacking self-confidence, and suffering from a litany of social, emotional and physical health concerns.

The Profile of a JPS Graduate

describes Jackson Public Schools' aspirations for each and every one of its graduates.

JPS aspires that each graduate will embody many of the qualities and achieve several of the accomplishments described below. These qualities and accomplishments fall under three competencies—Communication & Critical Thinking, Collaboration & Citizenship, and Content Mastery & Digital Literacy—that reflect the fast-changing world in which JPS graduates will become productive citizens and compassionate leaders.



Content Mastery & Digital Literacy

JPS graduates always operate with a growth mindset and exhibit excellence in all they do. Thus, they seek out and successfully complete individually challenging coursework, proficiently utilizing technology and media to do so. Content Mastery & Digital Literacy may be evidenced by:

- Successful completion of rigorous coursework (AP, IB, and higher level mathematics/science courses)
- Performance in academic competitions and extra-curricular activities (science fairs, debate, etc.)
- Ability to draw from various content areas to establish and defend a coherent point of view



Communication & Critical Thinking

JPS graduates connect to one another, to Jackson, and to the world in relevant ways and are active agents in creating and maintaining a positive and respectful culture. Thus, they are active readers by choice, write effectively in multiple genres, communicate clearly, and solve problems. Communication & Critical Thinking are evidenced by:

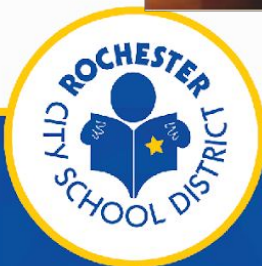
- Successful oral presentation based on independent research or analysis
- Working proficiency in second language as evidenced by course credit, college credit, or AP score of 3 or higher, or completion of IB curriculum
- Successful completion of a substantial analytical research paper



Collaboration & Citizenship

JPS graduates nurture positive relationships and strive for equity. Thus, they are team players who embrace diverse ideas, accept feedback as opportunities for growth, and advocate for the betterment of the larger community. Collaboration & Citizenship are evidenced by:

- Voter registration and working understanding of local, state, national and international political issues
- Active membership in a civic club, faith community, or service group
- Successful completion of a significant community service project



Informing the Rochester City School District Portrait

Complete this sentence with a short phrase: “My hope for Rochester CSD graduates is that they...”

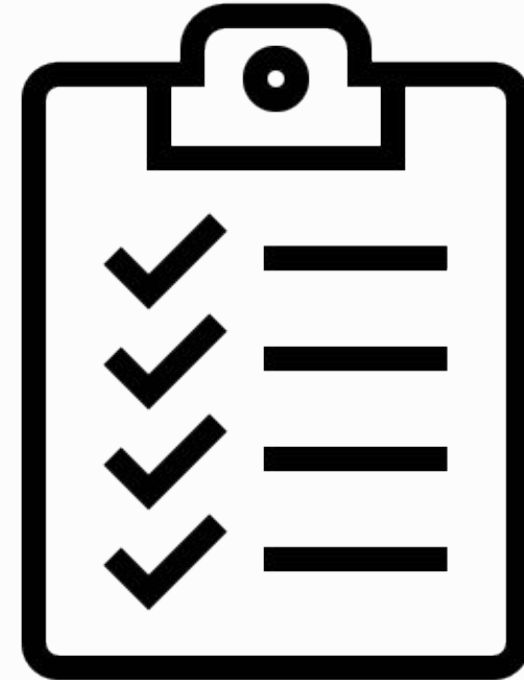
What are the characteristics, skills, and/or competencies that you believe are essential for Rochester CSD graduates’ success after high school?



Next Steps

Steering Committee Meeting #5

- November 29, 2023 - 5:30-7:30 pm
- Focus
 - Feedback on Core Values, Vision, and Mission
 - Priorities and Goals
 - Portrait of a Graduate



The background of the image consists of four diagonal stripes of different colors: gold, green, orange, and blue. The text 'Q&A' is centered horizontally and spans across the green and orange stripes.

Q&A

Meeting Feedback



I appreciate...



I wonder...

