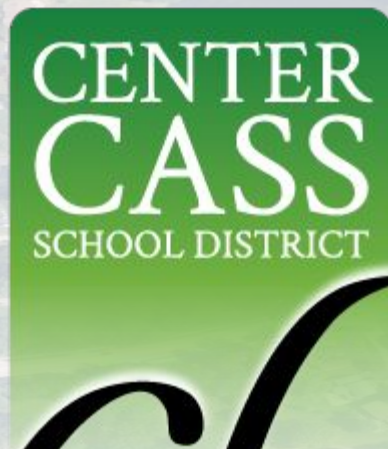




Strategic Plan

**Kickoff Meeting
Thursday, August 13th**

5:45 pm - 8:00 pm

**Meeting Two
Wednesday, August 26th**

5:45 pm - 8:00 pm

**Guest Wi-Fi network: Guest
No Password**

Agenda

- Roll Call
- Pledge of Allegiance
- Introductions
- District Overview Slide Show and Review of Strategic Actions
- Review of Mission, Vision, and Values
- Creation of a Purpose Statement
- Goal Work (split into three groups)
- Review Take Home Survey
- Adjournment

Board	Brian Liedtke Board President	Tiffany Watson Board Vice President	Doug Wiley Board Treasurer	Adam Sage Board Secretary
Board	Megan DuPass Board Member	Steve Dlugo Board Member	Darren Spiegel Board Member	Andrew Wise Superintendent
Admin	Katie Matthews Asst Supt for Learning	Sean Rhoads Asst Supt for Student Services	Carrie Fitzgerald Elizabeth Ide Principal	Kim Liles Lakeview Principal
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Community and/or Students	Mary Coyle Sullivan Darien Alderperson Ward 5	Kimberly Clarke Woodridge Dir of Development	Alyssa O'Connor D99 Student	Chris Tomko D99 Student
Students	Madina Aly Lakeview Student	Maya Getchel Lakeview Student	Jack Scaccia Lakeview Student	

Building Connections



1. Pair Up

Find someone who represents a different stakeholder group than you. Take a moment to introduce yourselves before diving in!

- Name
- Role/Connection to the District



2. Find 2 Commonalities

You have exactly **two minutes** to discover two distinct things you both have in common.

Rule: These cannot be related to the school district! Think about favorite movies, weird food habits, or unique hobbies.



3. Introduce Each Other

Take turns introducing your partner to the wider group.

Share those fun facts and unique shared experiences you discovered during your chat!

[Survey Link](#) to Be Completed by Tuesday August 18

Strategic Plan Core Components

District 66 (2021-2022)



Mission Statement

District 66 will challenge, inspire, and empower each learner to thrive academically, socially, and emotionally - today and always.



Equity Statement

District 66 believes inclusion plays a vital role in high-quality educational opportunities for all students. We are committed to providing a safe and equitable learning environment, that fosters a mindset of empathy, respect, and belonging for all district 66 students and staff. By respecting each person's unique identity, perspective, and learning style, we create a stronger community. We honor differences including races and cultures, genders and sexual orientations, abilities and aspirations, identities and affiliations, socioeconomics, and world views. Valuing each individual's contributions and recognizing diversity prepares our students to thrive in an increasingly complex global community.



Core Values

- Integrity
- Safety
- Communication
- Growth
- Empathy
- Teamwork
- Critical Thinking
- Equity
- Open Mindedness
- Respectfulness
- Balanced Health
- Learning

Center Cass 66 By the Numbers

Community Appeal, Offerings and Services Keep Getting Better - Great Place to Raise A Family

Enrollment	1,119	Low Income	17.1%
Student Mobility	1.7%	Avg. Household Income (above DuPage Average)	\$112,000
English Language	8.8%	Owner Occupied Housing	90%
Students with IEP's	10.7%	Median Home Price (Approx.)	\$450,000
Students with 504's	5.1%	Mid Tier Single Family Home	\$650,000
Student Teacher Ratio	17:1	Local Revenue (as a portion of District budget)	90%
Average Class Size	20.8	Residential Property Taxes (as a % of Local Revenue)	90%
Languages Spoken	27	EAV (Doubled in the last 12 years)	\$753,000,000
3-4 Year Olds Serviced	70	Timbers Edge (last major housing development)	2016
White	67%	Next major housing developments (Woodridge)	2026 and beyond
Latino	13%	One of the lowest tax rates in DuPage County among Grade School Districts Center Cass School District 66: \$2.53 11th lowest out of 30 districts <i>Source: DuPage County - 1 <u>2025 Tax Rate Booklet</u></i>	
Asian	11%		
Black	5%		
Other	4%		

High-Level Timeline of Recent History

2015	First Year of Strategic Plan - Study showing over \$30 million worth of work needed in District
2016	Communications on Concerns with Elizabeth Ide as well as some safety concerns at LV and PV
2017	Passage of Referendum \$13 million at 51% - Bonds to Renovate Elizabeth Ide (75% went)
2018	Renovations to Elizabeth Ide- Demographic Begins to Change
2019	Entering Last Year of Plan - Interim Superintendents Here Until News Leadership Hired
2020	Pandemic Hits - Develop Technology Infrastructure to Accommodate Remote Learning - Started Creating Efficiencies
2021	Relying on Early Taxes and Warrants - Authored Strategic Plan - Community Communications -Citizen Engagement Committee
2022	Fall Passage of Referendum at 51% - Rate Increase of .40 cents (after .50 cents failed in Spring) - to Add Needed Staff, Address Curriculum, Establish Financial Stability, and Renovate PV and LV - Restored Cuts
2023	Focused on Eliminating Tax Anticipation Warrants and Reliance on Early Taxes -Added Key Personnel
2024	Addressed Personal - District Safety - Improved Curriculum, Systems, Efficiencies
2025	Board Took Out \$19 million in bonds-debt certificates to do work - Address Personal - HVAC, Electrical, Plumbing, Roofs, Fields (Rest Summer 2026 and 2027)
2026	Address Personal - Some Parking Lots, Sidewalks, and Gyms (Rest Summer 2027) - New Strategic Plan Committee Meets
2027	Housing Developments on the Rise - Address Space and Finish Renovations to PV-LV - Launch New Plan

Vision Statement for Learning (Goal 1) - 2021

District 66 will continue to adapt to the future by providing experiences that allow students to be innovators. Teachers and students work together to create learning experiences that include real-world applications. Students are encouraged to take risks, make mistakes, and be creative and passionate about what they are learning. Our assessment practices and learning outcomes allow for students to demonstrate the skills, dispositions, and knowledge needed to be continuous learners and future citizens.

Goal One Journey

2023-2024

Develop Competencies

- Identify measurable Competencies (skills) for students.
- Develop the learning targets necessary for students to achieve the Competency.
- Develop student friendly "I Can" statements for ownership.

(Goal 1-A)

2024-2025

Student Demonstration of Competencies

- Use the I Can Statements.
- Facilitate student demonstration of competencies.
- Develop assessments, rubrics, and reporting mechanisms.
- Create and share Competency Based Reports (CBR) based on outcomes, not percent or letter grades

(Goal 1-B/C)

2025-2026

Reporting

- Kick off Competency Based Reporting with Skyward as vehicle.
- Focus shifted due to integration issues
- Spent key time on assessments, internal understandings, and external communications.

(Goal 1-B/C)

2026-2027

Refinement

- Refine our CBE framework through targeted revision of priority standards.
- Ensure systematic alignment PreK-8,
- Extend active student ownership
- Align with Changes from the State and Strategic Planning Process.

(Goal 1-A/B/C)

Goal One Attainment



GOAL 1

District 66 will reach our Education Vision by:

Creating and Measuring Learning Outcomes

- Clear, documented, and understood learning outcomes at each level in which feedback can be provided from assessments



GOAL 1

District 66 will reach our Education Vision by:

Creating an Instructional Environment that is Engaging and Empowering

- Completed Learning cycle reviews in each focus area that are supported with development and resources
- Observable Personalized Learning



GOAL 1

District 66 will reach our Education Vision by:

Providing Feedback on the Demonstration of Learning

- System in which parents, students, and teachers track student progress toward demonstrating knowledge, skills, and/or dispositions (long term learning outcomes)

Learning Outcomes Created and Measured

100%

I Can Statements Developed for Each Grade Level/Subject

Learning Cycle Subject Every 5 years

76%

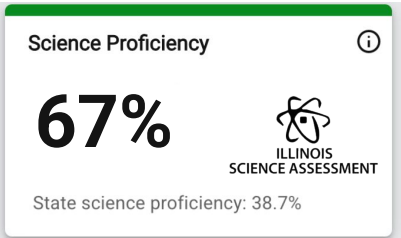
Once K-5 Math and K-8 Encore begin next year, we will be 100%

Personalized Feedback Provided

100%

Feedback process has started at each grade level-subject

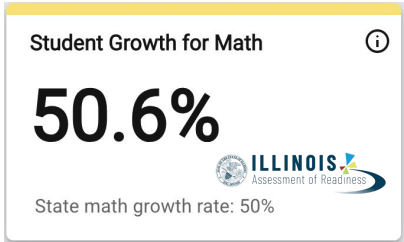
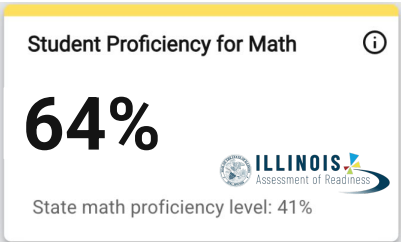
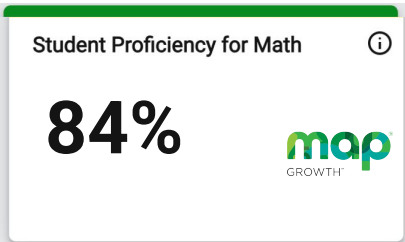
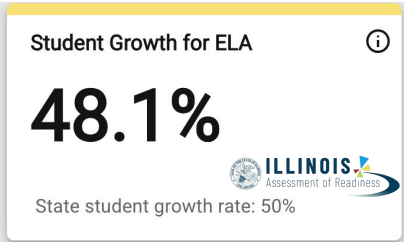
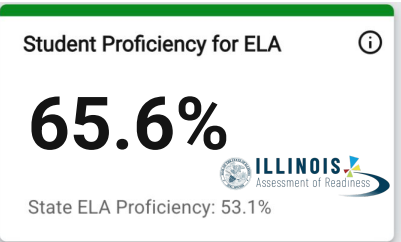
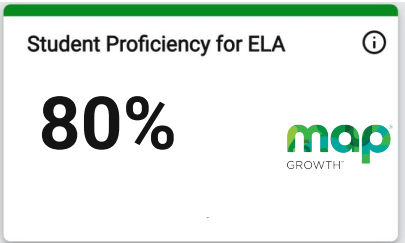
Goal One: State and District Benchmark Results



GOAL 1

District 66 will reach our Education Vision by:

Measurement of content knowledge assessments from classrooms, school level, district level, and/or state or national level



**State average results from 2024-2025*



Goal One: **Potential** Next Steps Based on Audit Results & Research



Core Curriculum / On-Grade Level Learning

The fundamental courses, lessons, and learning materials that **every student** is expected to receive.

Why: It ensures equity across the school district so that every student, regardless of which classroom or school building they attend, receives high-quality instruction aligned with state standards.



Appropriate, Timely, Targeted, and Purposeful Technology Usage

Educational technology use is the **intentional, safe, and balanced** use of tools that **enhances** and **empowers** student learning.

Why: Enhances, rather than replaces teachers, textbooks, and hands-on learning by using age-appropriate, targeted tools to shift students from passive consumers into active creators and future-ready problem solvers.



Future Ready Preparedness and Opportunities

Future Readiness means giving every student the **skills to adapt** (Preparedness) and the **doors to open** (Opportunities) so they graduate ready to succeed in college, careers, and community life.

Why: We don't just graduate students, we launch them. By building adaptable skills and opening real-world doors, we prepare every graduate to succeed in college, careers, and community life.



Reflect

Take a moment to process today's discussions. Think about key insights, opportunities, and how they align with our goals.



Share

Connect with colleagues nearby. Share your thoughts, exchange feedback, and capture collaborative ideas.



Take a Break

Recharge, grab a refreshment, or stretch. We will reconvene shortly to continue our journey together.

Vision Statement for Essential Educational Supports (Goal 2)

District 66 will empower well-rounded and thoughtful students who are prepared to adapt in an ever-changing world. This will be accomplished through a safe and supportive environment where everyone is valued, differences are celebrated, and life-long skills are fostered.

Goal Two Journey

2023-2024

Foundation & SEL

- Strengthened the foundation for Goal 2 by improving district and building communications, expanding community partnerships and student activities, and continuing District 66's equity journey.
- Continued developing whole-child supports through Student Services, MTSS interventions, SEL practices, and opportunities for student and family engagement.

2024-2025

Expansion & Exploration

- Expanded opportunities for student, family, and community engagement through the Student Services Parent Advisory Council, Multilingual Parent Council, Parent University, continued equity work, and increased partnerships.
- Explored Panorama Education as a tool to strengthen SEL and whole-child supports through professional learning and collaboration.

2025-2026

Full Implementation

- Fully implemented Panorama Education as part of District 66's system for understanding and responding to student needs, including SEL, school climate, and targeted interventions.
- Continued strengthening communication, engagement, and club participation while using data more intentionally to guide supports.

2026-2027

Continuous Growth

- Continue building upon lessons learned from the Strategic Plan, Student Services Audit, Panorama data, and stakeholder feedback to further strengthen a coordinated system of supports.
- Expand meaningful student opportunities, strengthen partnerships, and ensure students are prepared to thrive.

CENTER CASS SCHOOL DISTRICT 66 LEARNER CHARACTERISTICS

RISK TAKERS

Risk takers take on a challenge and see it through using a 'possibilities' mindset

INNOVATORS

Innovators create alternative ways of thinking. They unblock old patterns or habits of thinking leading to creativity. Innovation allows for non-linear thinking.

COLLABORATORS

The purpose of collaboration is to work together effectively and efficiently to meet a goal. Effective group members are interdependent, take on meaningful roles, and contribute meaningfully to the group.



SELF-DIRECTED

A self-directed learner sets goals and pursues them independently. They regularly self-assess and seek feedback to improve learning and performance

EMPATHETIC

An empathetic learner is one who strives to demonstrate sensitivity and empathy for others and can look at, understand, and appreciate differences between others.

CRITICAL THINKERS

Critical thinkers do not simply believe whatever they read, hear, or view. They remain skeptical, ask critical questions, and seek alternative points of view.

EFFECTIVE COMMUNICATORS

An effective communicator conveys their message thoroughly and is receptive and responsive to others.

Goal Two Attainment



GOAL 2
District 66 will reach our
Essential Supports Vision by:

Creating and Consistently Implementing a Communications Plan

- Streamlined and consistent plan to be measured via parent and/or community surveys



GOAL 2
District 66 will reach our
Essential Supports Vision by:

Developing Ongoing Partnerships with Parents, Organizations and Businesses

- Well established conduit (point person) between school and community to help build and sustain partnerships and programs



GOAL 2
District 66 will reach our
Essential Supports Vision by:

Ensuring Every K-8 Student is in a Before/After School Activity or Club

- Record of all students participating in a club or activity (school or community based)

Home School Connection

70%

of Parents Responded to the Annual Parent Survey

Goal Two Attainment



GOAL 2

District 66 will reach our Essential Supports Vision by:

Fostering a Culture Where Everyone is Valued and Differences and Celebrated

- Completion of 5 year ICS Equity Journey with implemented tools

Equity Elevating Educators

85%

Equity Student Learning

77%

Student Attendance

95.2%

average daily student attendance rate

Teacher Attendance

75%

teachers absent 10 or fewer days in a school year

Equity Learning Conditions

76%



GOAL 2

District 66 will reach our Essential Supports Vision by:

Committing to Develop the Whole Child by Teaching and Assessing SEL

- 85% or more of all students will demonstrate proficiency in SEL skills through the results of the exSELeator Benchmark Screener

PK-2 Student Climate and Culture

81%

of students scored favorably



3-5 Student Climate and Culture Survey

76%

of students scored favorably



6-8 Climate and Culture Survey

73%

of students responded favorably



SEL Universal Screener: PK-2

78%

Average favorable responses across all SEL domains



SEL Universal Screener: Gr. 3-5

74%

average favorable responses (%) across all SEL domains by students.



SEL Universal Screener: Gr. 6-8

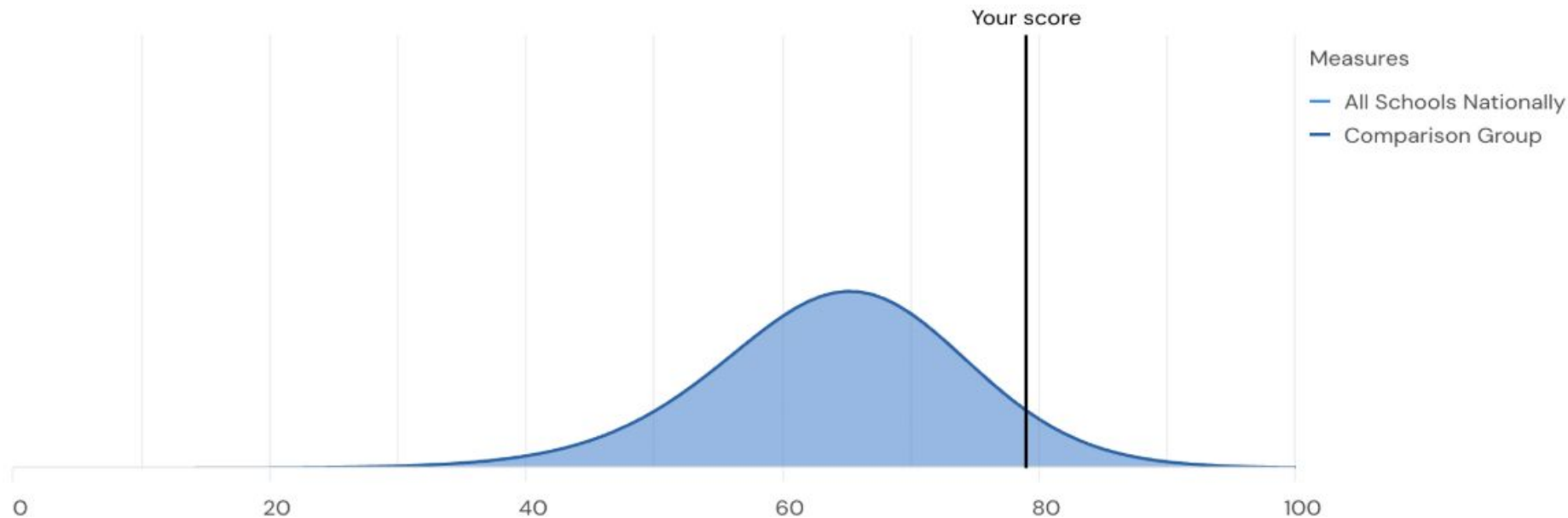
78%

Average favorable responses (%) across all SEL domains by students.



On average, this is where our students SEL scores land on the curve

Spring National Comparison



Goal Two: **Potential** Next Steps Based on Audit Results & Research



Building and Responding to Well Rounded Learners

Supporting students' academic, behavioral, social-emotional, and physical well-being through coordinated systems of support and before-after school opportunities.

Why: Whole-child supports and feedback helps every student learn, grow, and thrive



Programming (Strong Birth to Five & Out-of-School)

Providing high-quality early childhood and extended learning opportunities that support student growth and family engagement.

Why: Early and extended learning experiences build a strong foundation for lifelong success.



Student & School Connection with the Community

Building strong partnerships with families and the community to expand opportunities and strengthen student success.

Why: Connected schools foster trust, engagement, and meaningful learning experiences.



Equity, Inclusion & Professional Learning

Creating equitable, inclusive learning environments while strengthening educator knowledge and skills through ongoing professional learning.

Why: Every student deserves access, opportunity, and high-quality instruction.

Reflect and Share



Reflect

Individual Thought:

- Take a moment to process today's discussions. Think about key insights, opportunities, and how they align with our goals.



Share

Group Discussion:

- Connect with colleagues nearby. Share your thoughts, exchange feedback, and capture collaborative ideas.



Vision Statement for Environment (Goal 3)

District 66 will continuously grow and allow for our students to succeed,
today and always.

Goal Three Journey

Over the past 5 years, we have achieved key milestones across four critical areas:



Staffing

- Added 6 Support Staff
- Added 15 Certified Staff Members
- Provided Development to All New



Facilities

- Completed HLS & Added Security
- Compressed Work - 10 to 5 years
- Transformed Spaces from Existing to Exciting each Summer



Salaries & Benefits

- Negotiated New CCEA Contract
- Support Staff Increases above CPI
- Able to Attract Again



Finances

- Eliminated reliance on early taxes and TAW
- Expense within means and adding to balances
- Financial Profile improved from 2 to almost 4

Goal Three Attainment



GOAL 3

District 66 will reach our Environmental Vision by:

Securing Adequate Revenue to Achieve District Goals

- Obtain enough new revenue each year to meet needs

Real Receipts as Percent of Adequacy

94.5%

Obtain enough new revenue each year to meet needs



GOAL 3

District 66 will reach our Environmental Vision by:

Regaining Financial Stability and Carry State Recommended Fund Balances

- Have 3-6 months cash on hand in each fund (not counting early taxes)

Financial Stability 

10%

Have 3-6 months of cash on hand in each fund - not counting early taxes



GOAL 3

District 66 will reach our Environmental Vision by:

Being Competitive in the Recruitment and Retention of Employees

- Above DuPage average or median compensation for each position in the district

Recruitment and Retention

TBA

Above DuPage median compensation for each position in district

Teacher Retention 

87.4%

Teacher retention in the state is 89.5% for returning teachers.

Goal Three Attainment



GOAL 3
District 66 will reach our Environmental Vision by:

Staffing Schools with Adequate Personnel to Achieve Mission

- Appropriate # of personnel to maintain a safe and enriching environment as defined by EBF model and area



GOAL 3
District 66 will reach our Environmental Vision by:

Maintain Safe Environments for Working and Learning

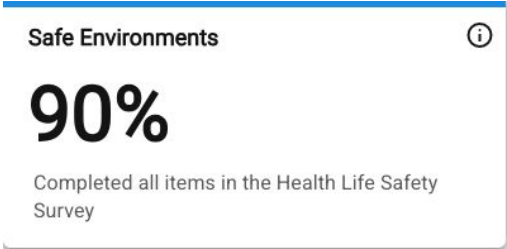
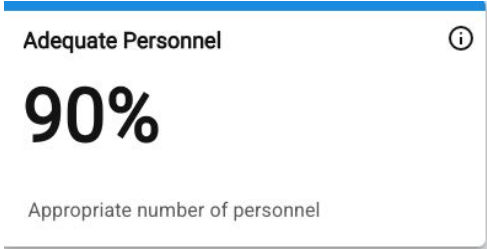
- Completed all the items in the Health Life Safety Survey, Audits, and Amendments



GOAL 3
District 66 will reach our Environmental Vision by:

Creating Future Focused Learning Spaces

- Proper infrastructure, resources, and learning spaces to meet outcomes defined in Goals 1 & 2



Goal Three Attainment



GOAL 3

District 66 will reach our Environmental Vision by:

Being Good Stewards of Tax Dollars by Becoming More Efficient

- Implement and share human and technological systems to become more efficient, effective, and proactive

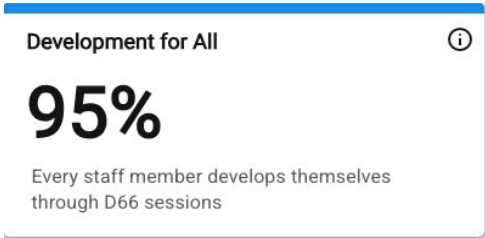
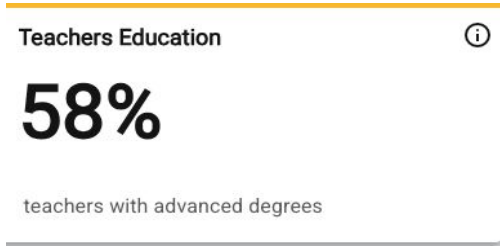


GOAL 3

District 66 will reach our Environmental Vision by:

Providing Varied yet Targeted Development for All Employees

- Every staff member develops themselves through D66 sessions and other opportunities to meet Goals 1 & 2



Goal Three: Potential Next Steps Based on Audit Results & Research



Learning Spaces and Schedules that are Safe and Mirror Educational Mission and Goals

Research shows that the educational space impacts learning. Spaces and schedules should reflect the outcomes we want to occur in those spaces.

Why: Students and Employees are either limited by their schedules and space, or assisted by their schedules and space. When spaces or schedules are too tight, ill-equipped, or don't account for human needs, they hinder learning.



Establish Financial Stability Through Strong Practices and Building Fund Balances

Education is a people business. Salaries and benefits comprise 75-80% of the annual budget.

Why: The community supported us in providing adequate school funding for an adequate education. Having strong financial practices and building balances is paramount to a high functioning school district.



Recruiting, Retaining, and Developing High Quality Personnel

We are only as good as the personnel working with our students. As the world changes, so do our students, and so do their needs. A strong professional development program is vital to recruit, develop, and retain employees. A competitive wage and benefits package is becoming a necessity to employment in DuPage.

Why: You can't be an above average school district with below average or average employees.

Reflect and Share



Reflect

Individual Thought:

- Take a moment to process today's discussions. Think about key insights, opportunities, and how they align with our goals.



Share

Group Discussion:

- Connect with colleagues nearby. Share your thoughts, exchange feedback, and capture collaborative ideas.

Creating a Purpose Statement

What should the ideal learning experience look, sound, and feel like for learners in this community?



Look

What does the ideal learning experience look like in action?



Sound

What would each of our stakeholder groups hear from our students who are engaged in an ideal experience?



Feel

What does support, community, and safety feel like?

[Click Here to Collaborate](#)

Leverage AI Appropriately



Hi Claude:

Can you turn this list into a purpose statement that would guide our work as a school district?



Sample Purpose Statement We Might Receive & Tweak

As a district, we are committed to cultivating classrooms where student engagement, academic discourse, and ownership of learning are the norm — not the exception. This tool guides our collective work by naming the observable evidence of deep learning we seek across every school and classroom: students actively reasoning, questioning, and building on one another's ideas; visible thinking and productive struggle; and a culture of psychological safety where risk-taking and mistakes are part of the process. We use this shared language to align our coaching, professional learning, and instructional priorities, ensuring every student experiences classrooms that are rigorous, engaging, and truly theirs. Ultimately, this work drives our district's commitment to instructional excellence and equity of experience for every learner, in every classroom, every day.

Rough Working Sample of Our Purpose

We exist to create learning environments where every student feels safe, seen, and empowered to own their learning. In our classrooms, the noise is good noise — students questioning, collaborating, and celebrating each other's progress as they work toward personalized goals, with teachers facilitating rather than directing. We build the confidence to take risks, the perseverance to work through challenges, and the reflection to understand how and why growth happens.

We are a community — students, staff, families, and neighbors — where every person is valued, included, and given a genuine sense of belonging. We use technology purposefully, to create and explore rather than simply consume, and we keep learning connected to real skills for life beyond our walls.

We commit to flexible, welcoming spaces; consistent experience across our schools; and honest, accessible communication with the families we serve. Above all, we commit to a culture of curiosity and care, where students and staff alike are excited to walk through the door each day.

Goal Groups



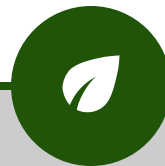
Goal One

Education
(LRC)



Goal Two

**Essential
Supports**
(Commons)



Goal Three

Environment
(STEM Room)

Board	Brian Liedtke Board President	Tiffany Watson Board Vice President	Doug Wiley Board Treasurer	Adam Sage Board Secretary
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Students	Madina Aly Lakeview Student	Maya Getchel Lakeview Student	Jack Scaccia Lakeview Student	

Upcoming Meetings



SESSION 2

Aug 26th

Strategic Planning Meeting



SESSION 3

Sept 23rd

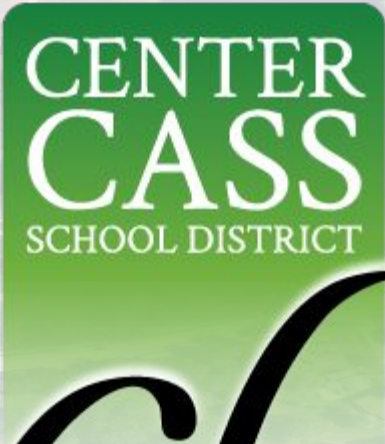
Strategic Planning Meeting



SESSION 4

Oct 21st

Strategic Planning Meeting



**CENTER
CASS**
SCHOOL DISTRICT

District Overview

Strategic Plan Meeting Two
Wednesday, August 26th

5:45 pm - 8:00 pm

Guest Wi-Fi network: Guest
No Password

Agenda

- Roll Call - 5:45 pm
- Pledge of Allegiance- 5:46 pm
- Scheduled Time to Address the Board - 5:48 pm
- Approval of Minutes - 5:49 pm
- Introductions - 5:50 pm
- Timeline - 6:00 pm
- District Mission - 6:05 pm
- Purpose Statement Statement - 6:10 pm
- Goal Work (Small Group) - 6:15 pm
- Goal Work Share Out (Large Group) - 7:40 pm
- Adjournment - 8:00 pm

Reconnect



1. Neighbor Chat

Turn to someone next to or near you and share:

- Reminder of your name & role/connection to the district
- Highlight from the last two weeks since we met



2. New Members

Whole group introductions:

- Your Name
- Your Role / Connection to the District



3. Returning Members

Whole group focus check-in:

- Share just **one word** that captures your mindset, expectation, or energy for tonight's session

Strategic Planning Flow Chart

1

Mission

(who we are)

Refine and approve the core mission statement for District 66.

2

Purpose

(what we do)

Revise organizational purpose

3

Vision

(what we want to become)

Align on a shared vision of what we want to become

4

Goals

(how we achieve our vision)

Identify key strategic goals to guide improvement.

5

Strategic Actions

(necessary steps to achieve goals)

Develop key indicators or actions to achieve the goal(s).

6

Outcomes

(how we know we have achieved it)

Finalize primary deliverables.

District 66 Mission Statement

District 66 will challenge, inspire, and empower each learner to thrive academically, socially, and emotionally - today and always.

Is this still who we are? I believe it is still our mission to ensure that kids believe in themselves, feel empowered to own their learning, and we challenge them to learn what is necessary for them to be successful. Is there anything we feel compelled to change?

Sample Purpose Statement Review

Gemini Generated Sample Purpose Statement

To cultivate a safe, inclusive, and welcoming learning environment where students actively drive their own learning, collaborate openly, build the confidence to take creative and academic risks, and master life skills in modern, connected spaces supported by engaged teachers, families, and community.

Notebook LM Generated Purpose Statement

At Center Cass School District 66, together with our dedicated educators, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively own their educational journey, collaborate with curiosity, and build the confidence to embrace challenges, learn from failures, and grow into lifelong learners.

Chat Generated Purpose Statement

Our purpose is to ensure that every learner leaves us with the knowledge, confidence, curiosity, skills, and sense of belonging to thrive—and the belief that they have the power to make a difference.

Claude Generated Sample Purpose Statement

As a district, we are committed to cultivating classrooms where student engagement, academic discourse, and ownership of learning are the norm — not the exception. This tool guides our collective work by naming the observable evidence of deep learning we seek across every school and classroom: students actively reasoning, questioning, and building on one another's ideas; visible thinking and productive struggle; and a culture of psychological safety where risk-taking and mistakes are part of the process. We use this shared language to align our coaching, professional learning, and instructional priorities, ensuring every student experiences classrooms that are rigorous, engaging, and truly theirs. Ultimately, this work drives our district's commitment to instructional excellence and equity of experience for every learner, in every classroom, every day.

Notebook LM Generated Purpose Statement

Together with our dedicated staff, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively own their educational journey, collaborate with curiosity,, build the confidence to embrace challenges, persevere, learn from failures, and grow into lifelong learners.

Option 1: Streamlined & Balanced (Focus on Cultivating Resilience)

Together with our dedicated staff, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively own their educational journey, collaborate with curiosity, cultivate the resilience to persevere through challenges, and build the confidence to learn from setbacks and grow into lifelong learners.

- Why this works: It introduces "cultivate the resilience" directly alongside perseverance. By changing "embrace challenges" in the second half to "learn from setbacks," it removes the repetitive use of the word "challenges" and keeps the focus on continuous growth.

Option 2: Strong & Action-Oriented (Facing Challenges with Resilience)

Together with our dedicated staff, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively own their educational journey, collaborate with curiosity, face challenges with resilience, and build the confidence to embrace failures as opportunities to grow into lifelong learners.

- Why this works: "Face challenges with resilience" is a very active, powerful phrasing. Substituting "learn from failures" with "embrace failures as opportunities" reinforces a positive growth mindset in a highly inspiring way.

Option 3: Varied Vocabulary (Keeping "Embrace Challenges")

Together with our dedicated staff, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively **own their educational journey, collaborate with curiosity, develop the resilience to overcome obstacles, build the confidence to embrace challenges, learn from failures, and grow into lifelong learners.**

- Why this works: If you love the phrase "embrace challenges, learn from failures," this option keeps it fully intact. By changing the first phrase from "persevere through challenges" to "develop the resilience to overcome obstacles," you avoid repeating the word "challenges" while beautifully adding the concept of resilience.

Together with our dedicated staff, trusting families, and engaged community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively **own their educational journey, communicate and collaborate meaningfully, develop the resilience to overcome obstacles, build the confidence to embrace challenges, learn from failures, and grow into lifelong learners.**

"Together with dedicated staff, engaged families, and supportive community, our purpose is to design safe, dynamic, and inclusive learning experiences where students actively own their educational journey, engage in critical thinking and creative problem-solving, communicate and collaborate meaningfully, develop the resilience to overcome obstacles, build the confidence to embrace challenges, grow from failures, and thrive as lifelong learners."

Sample Combined Purpose Statement

Our purpose is to cultivate a safe, inclusive, and rigorous learning environment where students actively drive their own learning, communicate and collaborate meaningfully, build the confidence to take creative and academic risks, and apply life skills - all in partnership with engaged teachers, families, and the community.

Think on this one for a bit and we will come back to it.

Board	Brian Liedtke Board President	Tiffany Watson Board Vice President	Doug Wiley Board Treasurer	Adam Sage Board Secretary
Board	Megan DuPass Board Member	Steve Dlugo Board Member	Darren Spiegel Board Member	Andrew Wise Superintendent
Admin	Katie Matthews Asst Supt for Learning	Sean Rhoads Asst Supt for Student Services	Carrie Fitzgerald Elizabeth Ide Principal	Kim Liles Lakeview Principal
Admin-Office	Tom Tiede Director of Trans-Maint	Rusty Novotny Asst Director of Technology	Maria Gannon Admin Asst to Superintendent	Jessica Sage Community Relations & Communications
Teacher Leaders	Ali Beseth CCEA President - First Grade	Ashley Sanchez Elizabeth Ide Student Services	Kari Gemmell Prairieview Student Services	Megan Calhoun Lakeview Student Services
Teacher Leaders	Joy DeFors Instructional Coach - Parent	David Pittman Instructional Coach	Annie Diver Lakeview Math	Erika Myers Lakeview Encore
Teacher Leaders	Katie Finucane Prairieview 4th	Teagan Halik Prairieview Special Ed	Sam Tedeschi Band Director	Kim Workman ECE Teacher - Resident
Teacher Leaders	Kristina McHugh Lakeview ELA	Jordan Tamayo Urgello Lakeview Math	Jessica Grove Lakeview Science	Jessica Rost Prairieview - Parent
Staff and/or Parents	Stephanie Sorn Elizabeth Ide Office	Logan Bryant Coach-D99 Grad-BACC	Anna Martynaitis Paraprofessional-Parent	Kathy Barkauskas Team 66 - Parent
Community and/or Parents	Phil Januszewski Parent and Education Speaker	Patrick Fardy Dept Chair DGS-Parent	Brian Riegler Chief Financial Officer-Gower	Nikki Giancola-Shanks Policy Adv Lt Gov-Parent
Community and/or Students	Mary Coyle Sullivan Darien Alderperson Ward 5	Kimberly Clarke Woodridge Dir of Development	Alyssa O'Connor D99 Student	Chris Tomko D99 Student
Students	Madina Aly Lakeview Student	Maya Getchel Lakeview Student	Jack Scaccia Lakeview Student	

Data Review, Visioning, and Goal Work (70-90 min)



1. Review & Prep

- Welcome New Members
- Discuss Readings
- Refresher on Measurements & Results
- Review Results of Survey
- Communication [Norms](#)



2. Core Activities



Visioning Activity

Collaborative vision statement development.



Goal Activity

Collaborative goal statement development



3. Share & Outputs

Return to full group to share (in priority order based on what is accomplished):

- **A)** Rough Draft of Vision Statement (Likely)
- **B)** Rough Draft of Goal Statement (Maybe)
- **C)** Potential Action Steps (Probably Won't Make it This Far Tonight)

Goal Groups



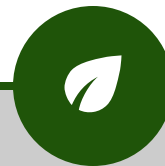
Goal One

Education
(LRC)



Goal Two

**Essential
Supports**
(120)



Goal Three

Environment
(STEM Room)

Survey Results Summary

Greatest Strengths of Center Cass



Dedicated Staff & Relationships

Educators and support staff are highly valued for their commitment, collaboration, and student-centered approach, fostering strong, caring relationships with students and families.



Community Engagement

A robust sense of belonging, active parent involvement, and strong partnerships define the district, creating a welcoming and supportive environment where stakeholders are deeply invested.



Student Growth & Development

There is a primary focus on the "whole child," reflected in high academic achievement, comprehensive support systems (such as MTSS and social-emotional learning), and a wide variety of extracurricular opportunities.



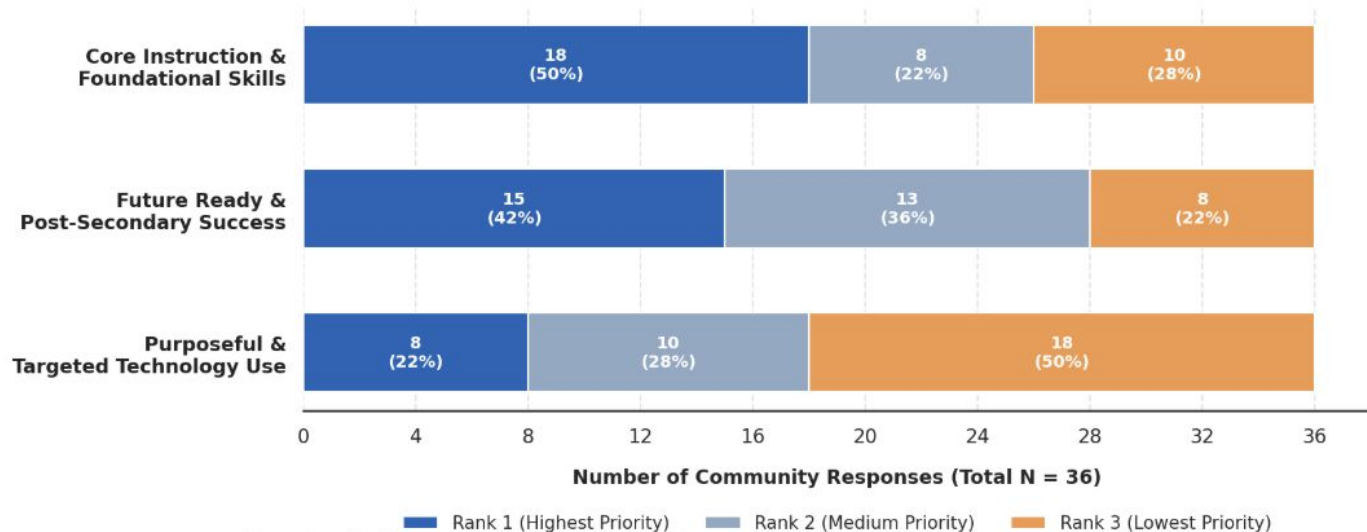
Continuous Improvement

The district is recognized for its proactive use of data to guide instructional decisions and its willingness to innovate and evolve to meet the needs of all students.

Survey Results - Goal 1

Core Instruction and Future Readiness Outrank Technology as Top Priorities

Over 91% of learning community members ranked Core Instruction or Future Readiness as a top-two priority [1]



Source: Learning Community Survey - Goal 1 Priorities [1]

Survey Results Additional Feedback - Goal 1

Goal 1 Focus Area Question:

"If you feel there is an area not mentioned above for focus regarding Student Learning (Goal One), please include details regarding the area."



Technology Usage

Reduce reliance on screen time, particularly for younger students, while prioritizing foundational developmental and academic needs.



Curriculum & Instruction

Emphasize core subjects like reading, writing, and arithmetic, while improving support and enrichment opportunities for gifted students.



Teacher Support

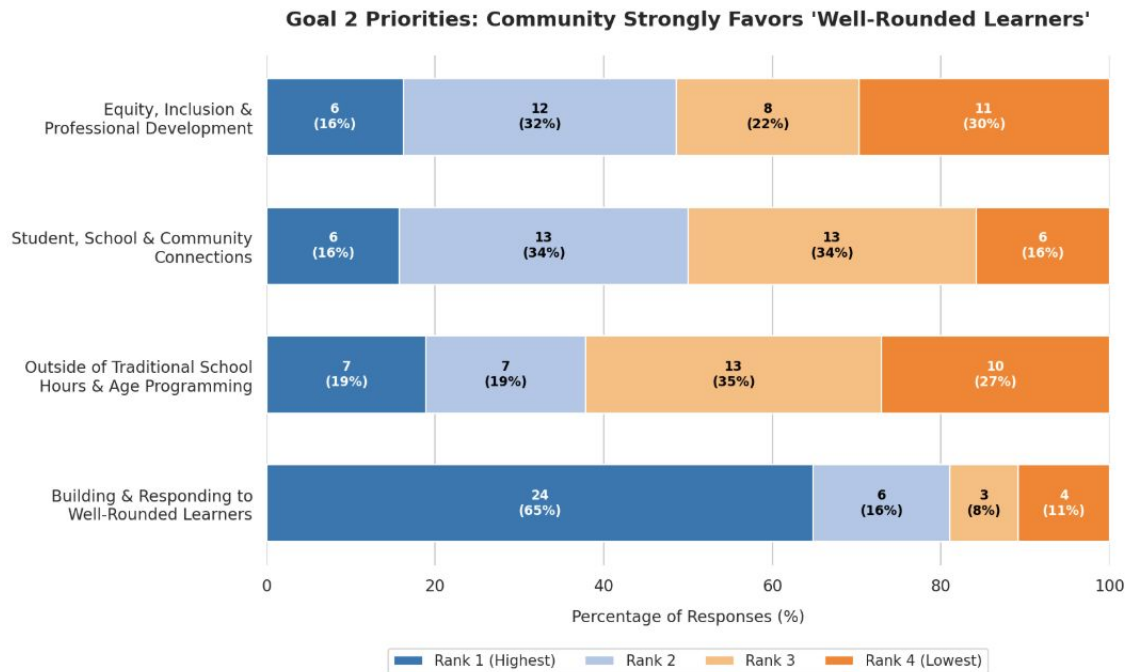
Ensure staff receive adequate preparation, support, and resource management to implement new initiatives effectively without increasing workload.



Professional Accountability

Maintain high academic expectations for students through targeted professional development and staff accountability.

Survey Results Summary - Goal 2



Source: Center Cass District 66 Strategic Planning Feedback Survey (37 responses)

Survey Results Additional Feedback - Goal 2

Goal 2 Focus Area Question:

"If you feel there is an area not mentioned above for focus regarding Essential Supports (Goal Two), please include details regarding the area."



Enrichment & Acceleration

Provide additional advanced activities and learning opportunities to better engage and challenge students ready to explore material at an accelerated pace.



Communication Strategies

Develop more digestible, innovative channels to keep families effectively informed about daily student learning, moving beyond standard board meeting presentations.



Teacher Support

Ensure that new goals and standards do not unnecessarily increase teacher workloads.

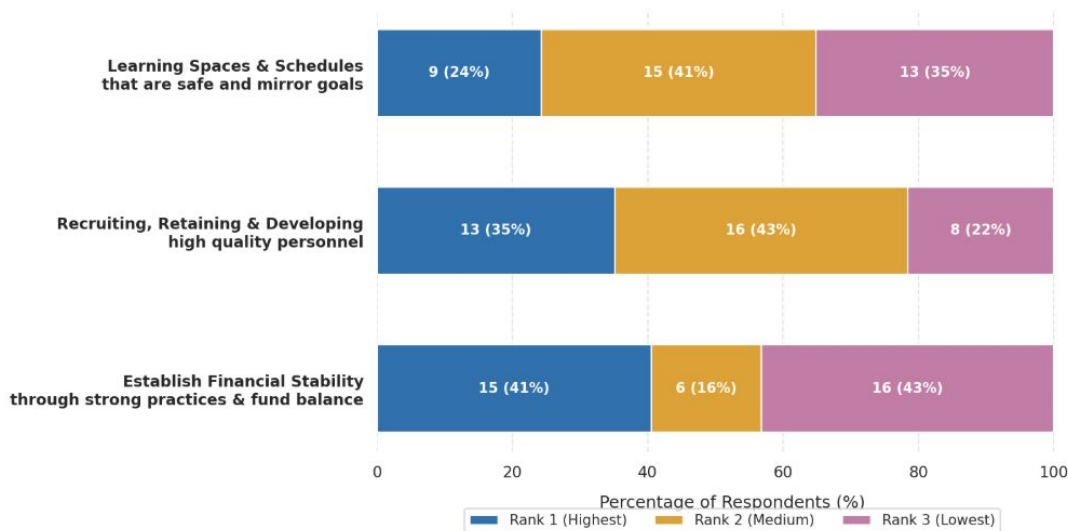


Program Accessibility

Restructure and improve the BACC program to increase enrollment accessibility for all working parents.

Survey Results Summary - Goal 3

Financial Stability Led Goal Three Priorities with 41% of Top-Ranked Votes



Source: Center Cass SD 66 Strategic Planning Feedback Survey (August 2026) | Total Responses = 37

Survey Results Additional Feedback - Goal 3

Goal 3 Focus Area Question:

"If you feel there is an area not mentioned above for focus regarding Educational Environment (Goal Three), please include details regarding the area."



Staff Retention

Improve retention rates and professional consistency by fostering a valued, safe environment with stronger accountability measures. Concerns exist regarding the current professional development catalogue and its impact on teacher credentials compared to regional benchmarks.



Instructional Scheduling

Prioritize student needs by reviewing the master schedules to ensure they are optimized for learning.



Facility Conditions

Address the physical learning environment by monitoring classroom and school temperatures to improve comfort.

Other Feedback Provided

Is there anything else you would like the committee to consider?



Staff Well-Being

Prioritize teacher support and consider the impact of new initiatives on staff workload to ensure educators remain positive and effective in the classroom.



Accessibility & Scheduling

Adjust school activities and childcare programs like BACC to better accommodate modern family structures, specifically by moving events to after 5:00 p.m.



Safety Protocols

Enhance building security by addressing student habits, such as opening doors for others, and standardizing staff identification to improve visitor recognition.



Curriculum & Finance

Incorporate practical life skills, such as financial literacy, into the student curriculum while remaining mindful of community-wide concerns regarding taxation and future referendums.

Goal Group: Vision Statements



Goal 1 Vision Statement for Learning (2021)

District 66 will continue to adapt to the future by providing experiences that allow students to be innovators. Teachers and students work together to create learning experiences that include real-world applications. Students are encouraged to take risks, make mistakes, and be creative and passionate about what they are learning. Our assessment practices and learning outcomes allow for students to demonstrate the skills, dispositions, and knowledge needed to be continuous learners and future citizens.



Goal 2 Vision Statement for Essential Supports (2021)

District 66 will empower well-rounded and thoughtful students who are prepared to adapt in an ever-changing world. This will be accomplished through a safe and supportive environment where everyone is valued, differences are celebrated, and life-long skills are fostered.



Goal 3 Vision Statement for Environment (2021)

District 66 will continuously grow and allow for our students to succeed, today and always.

What is a Vision Statement



Our North Star

Your vision is your dream.

Your vision statement is your **North Star**.

It should guide us toward our dream or ideal environment that we want to make reality.

By 2030-2031, what does our ideal vision look like?



Instructional Environment

What does our ideal instructional environment look like?



Supports & Essentials

What does our ideal educational supports and essentials look like?



Facilities & Finance

What does our ideal facilities, operations, finances, and personnel look like?

Vision Statement Activity - 4/2/1

A Great Vision Statement:

- **Dream Big** (aspirational + attainable)
- **Clear & Concise** (memorable + actionable)
- **Inspirational**
- **Aligned** with Mission, Purpose, and Core Values

Core Prompt

What are the core priorities or themes that must be present in the Vision?



Step 1: Individual

Record **4 short phrases in the 4 boxes** (8 words or less per box) representing your key ideas.

4



Step 2: Pairs

Collaborate with a partner and **synthesize** your individual 4 boxes to a collective 2 boxes.

2



Step 3: Groups of 4

Pair up with another group. Synthesize your combined ideas down to **1 single box**.

1



Step 4: Share Out

Type your statement into the Google Doc. Synthesize to create one final vision statement.

(Likely have 3 to 4 total options to consider)

Goal 1 Work - Share Out



Goal 1

Vision Statement for Learning (2026)



COMING SOON!!!



Goal One Progress

01

Review Data

02

Agree Upon Bucket Areas

03

Digest Articles

04

Process Conversations Around Articles

Goal 1 Work - Share Out



Goal 1

Vision Statement for Learning (2026)



*[Type the finalized Goal 1 Vision Statement
here during the share-out session]*



Focus Areas

Goal & Strategic Actions

01

[Focus Area 1 / Strategic Action]

02

[Focus Area 2 / Strategic Action]

03

[Focus Area 3 / Strategic Action]

04

[Focus Area 4 / Strategic Action]

05

[Focus Area 5 / Strategic Action]

Goal 2 Work - Share Out



Goal 2

Vision Statement for Essential Supports (2026)

CCSD66 cultivates a connected and inclusive learning community where every student is known, valued, supported, and empowered to thrive. Through strong partnerships among students, families, educators, and the community, we create meaningful opportunities for engagement, belonging, and growth. By providing consistent support, authentic learning experiences, diverse opportunities, and student choice and ownership, we remove barriers and help every learner discover their interests, connect learning to real life, build meaningful relationships, and develop the characteristics and skills needed for success in school, in the community, and beyond.



Focus Areas

Goal & Strategic Actions

01

[Focus Area 1 / Strategic Action]

02

[Focus Area 2 / Strategic Action]

03

[Focus Area 3 / Strategic Action]

04

[Focus Area 4 / Strategic Action]

05

[Focus Area 5 / Strategic Action]

Goal 3 Work - Share Out



Goal 3

Vision Statement for Environment (2026)



*[Type the finalized Goal 3 Vision Statement
here during the share-out session]*



Focus Areas

Goal & Strategic Actions

01

[Focus Area 1 / Strategic Action]

02

[Focus Area 2 / Strategic Action]

03

[Focus Area 3 / Strategic Action]

04

[Focus Area 4 / Strategic Action]

05

[Focus Area 5 / Strategic Action]

Upcoming Meetings



Goal Groups

Meeting Time

Individual Goal Group



Session 3

Sept 23rd

Strategic Planning Meeting



Goal Groups

Meeting Time

Individual Goal Group

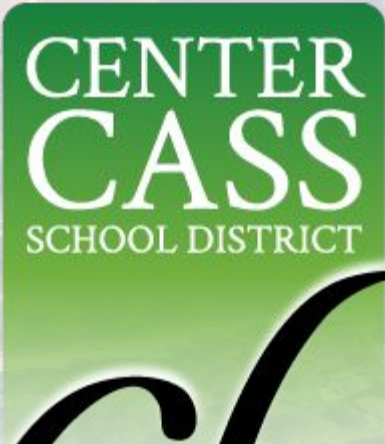
(if needed)



Session 4

Oct 21st

Strategic Planning Meeting



**CENTER
CASS**
SCHOOL DISTRICT

District Overview

Strategic Plan Meeting Three
Wednesday, September 23rd

5:45 pm - 8:00 pm

Guest Wi-Fi network: Guest
No Password

Agenda

- Roll Call - 5:45 pm
- Pledge of Allegiance- 5:46 pm
- Scheduled Time to Address the Board - 5:48 pm
- Approval of Minutes - 5:49 pm
- Reconnect - 5:50 pm
- Timeline - 5:55
- District Mission & Purpose Statement - 5:55 pm
- Goal Focus Area Updates - 6:05 pm
- Learning Walk - 6:10 pm
- Break - 7:00 pm
- Breakout Groups - 7:15 pm
- Close Out - 8:00 pm

Reconnect

10 Second Rapid Fire

Finish one of the following statements...

01

"Tonight, I hope ..."

02

*"The most critical priority
for this team is ..."*

03

*"I'm bringing [clarity /
energy / perspective] to
the group tonight."*

Timeline

01

SEP 23

Whole Strategic Planning Committee

Wednesday, Sept 23rd

02

WORK SESSIONS

Sub Committee Work Sessions (if necessary)

Ongoing collaborative group sessions

03

OCT 21

Whole Strategic Planning Committee

Share full draft plan

04

NOV 5

Share Proposed Plan with Community at Board Meeting

Strategic Plan Presentation

District Mission Statement

Evolving our mission to guide educational excellence, inclusive community, and growth.

Evolving the Mission

Key recommendations from the planning committee:

- Add "Readiness" or "Preparedness"
- Add "Support"
- Change "Always" to "Throughout Life" - Implied
- Change Thrive to "Grow"
- Integrate "make a difference or impact" or "lifelong success"
- Expand "Learner" to include "and Staff"

CURRENT MISSION

"District 66 will challenge, inspire, and empower each learner to thrive academically, socially, and emotionally - today and always."

PROPOSED MISSION (WITH "GROW")

"District 66 inspires, empowers, challenges, and supports every learner to grow academically, socially, and emotionally—preparing them to make a meaningful impact in an ever-changing world."

District Purpose Statements

Evolving our purpose

Evolving the Purpose

Key recommendations from the planning committee:

- “Educators” and/or “Dedicated Faculty and Staff” instead of Teachers
- “Learn to take active ownership of their educational journey” instead of “actively own their educational journey”
- Be careful of **too many adjectives** and a statement that is too long.
- “Meaningful”
- Work is done “Collaboratively” and refer to “Relationships”
- Purpose more than learners, long term it is “Active Citizens”

CURRENT PURPOSE - Cultivate a safe, inclusive, and rigorous learning environment where students actively drive their own learning, communicate and collaborate meaningfully, build the confidence to take creative and academic risks, and apply life skills - all in partnership with engaged teachers, families, and the community.

PROPOSED PURPOSE - Cultivate a safe, inclusive, and rigorous learning environment where students learn to take ownership of their educational journey, communicate and collaborate with meaning, build the confidence to take creative and academic risks, apply life skills, and engage as citizens - all in partnership with engaged educators, families, and the community.

Draft Goal Area Vision Statements

Guiding our district toward educational excellence, inclusive community, and innovative environments.



Goal One

Learning Ecosystem & Tech

Vision Statement:

Intentionally build an ecosystem of learning that develops and supports educators to provide a student-centered learning environment that engages learners in authentic experiences where they feel empowered to be problem-solvers, critical thinkers, creators, and purposeful users of technology.



Goal Two

Inclusive Community & Growth

Vision Statement:

CCSD66 cultivates a connected and inclusive learning community where every student is known, valued, supported, and empowered to thrive.

Through strong partnerships among students, families, educators, and the community, we create diverse opportunities that foster ownership, engagement, and growth while developing the characteristics and skills needed for lifelong success.



Goal Three

Safe & Innovative Environment

Vision Statement:

Champion a safe and innovative learning environment where needs are met, differences are celebrated, trust is earned, equity is practiced, and staff is supported via a culture of openness in facilities conducive to 21st century learning.

Goal 1: Focus Areas

Empowering learners through high-quality core curriculum, purposeful technology integration, and future-ready opportunities.



Core Curriculum / On-Grade Level Learning

The fundamental courses, lessons, and learning materials that every student is expected to receive.

Key Focus:

It ensures equity across the school district so that every student, regardless of which classroom or school building they attend, receives high-quality instruction aligned with state standards and high quality, research based materials.



Appropriate, Timely, Targeted, & Purposeful Tech

Educational technology use is the intentional, safe, and balanced use of tools that enhances and empowers student learning.

Key Focus:

Enhances, rather than replaces teachers, textbooks, and hands-on learning by using age-appropriate, targeted tools to shift students from passive consumers into active creators and future-ready problem solvers.



Future Ready Preparedness & Opportunities

Future Readiness means giving every student the skills to adapt (Preparedness) and the doors to open (Opportunities) so they graduate ready to succeed in college, careers, and community life.

Key Focus:

Equipping our learners to thrive beyond District 66 by fostering adaptability, proactive opportunity-seeking, and lifelong resilience through real-world, authentic learning experiences.

Goal 2: Focus Areas



Developing well-rounded learners through strong foundations, expanded opportunities, and meaningful connections.



BIRTH TO FIVE

Connect Early

Key Focus:

Strengthening early learning, family partnerships, and transitions to build strong foundations before and as children enter school.



LEARNER CHARACTERISTICS & EXECUTIVE FUNCTIONING

Develop the Learner

Key Focus:

Intentionally developing self-directed, resilient, and collaborative learners with the skills and characteristics needed to thrive.



BEFORE & AFTER SCHOOL PROGRAMMING

Expand Opportunities

Key Focus:

Expanding accessible opportunities for students to explore interests, develop talents, build relationships, and strengthen belonging.



COMMUNITY CONNECTION

Connect Learning to the World

Key Focus:

Building authentic partnerships and experiences that allow students to apply learning, contribute, lead, and connect beyond the classroom.

OUR CROSS-CUTTING COMMITMENT

Equitable Access • Inclusive Practices • Educator Capacity • Responsiveness to Every Learner

Goal 3: Focus Areas

Building the sustainable, safe, and efficient infrastructure required for success.



LEARNING SPACES

Learning & Operational Spaces

Be adaptable, agile, equitable, and forward thinking in delivering high-quality 21st century learning environments ensuring access, opportunity, and pride for students.

Key Focus:

Committed to optimizing our educational environments by proactively modernizing spaces, leveraging community partnerships, updating technology, and prioritizing health and safety—ensuring our facilities actively cultivate a positive climate and culture that meets the evolving needs of our students, staff, and society.



SYSTEMS & SCHEDULES

Alignment

Ensure systems and schedules support the overall goals of the District.

Key Focus:

Design intentional, adaptable schedules and operational systems that respects the time of students, families, and staff, balancing cost-efficiency with optimized productivity to support human development and future-ready skills



FINANCIAL STABILITY

Stewardship & Growth

Ensure long-term financial stability through responsible planning, adequate and equitable resource allocation, honoring commitment, operational efficiency, and thoughtful investment in the district's future.

Key Focus:

Ensure long-term sustainability and educational equity through proactive, future-focused financial planning, strategic resource allocation, rigorous auditing, and responsible reserve management aligned directly with our school's strategic plan.



PREMIER and HEALTHY PERSONNEL

Talent & Culture

Recruit and retain high quality staff through competitive compensation, benefits, and a supportive, collaborative, and empowering culture which values professional learning and employee wellness.

Key Focus:

Cultivate a high-performing and unique workplace culture by offering competitive compensation and holistic well-being, fostering growth through clear expectations and leadership development, maintaining continuous open feedback, and providing modern, supportive environments where every individual feels valued and empowered to thrive

Learning Walks

Interactive process for providing feedback for focus area goals & action steps



Structure & Setup

1. Form Your Group

Assemble into assigned group. Each group has representation from the three goal groups.

2. Locate Starting Station

Begin at your designated poster out of the 12 focus area stations around the room.

3. Subcommittee Role

The member affiliated with the specific focus area leads context and insights.

1. Subcommittee Briefing

Subcommittee member shares relevant background context, key dialogue, and important insights regarding goals and action steps.

2. Individual Dot Feedback

Each individual places a colored dot on the poster to indicate their initial assessment or feedback level.

3. Group Discussion

Discuss the focus area, its overarching goal, and proposed action steps together as a group.

4. Provide Written Feedback

Record on chart paper next to goal poster:

- **Strengths:** What resonates with you & your group.
- **Suggestions:** Ideas for additions or adjustments to refine goals.

ROTATE: When time is called, rotate to the next poster in order. Repeat steps 1–4 until your group has reviewed and provided feedback on all 12 focus area stations.

Individual Feedback

Blue to Red Color System



**READY TO GO**

Champion

Full Support
Ready to actively champion and implement as written.

**STRONG SUPPORT**

Agree

Solid Support
Comfortable moving forward with minimal or no tweaks.

**NEEDS REVISIONS**

Moderate Discussion

Neutral Support
Can live with it, but needs small tweaks, additions, and/or deletions to gain full buy-in.

**MAJOR CONCERNS**

Significant Changes

Major Concerns
A "no-go" in its current form and requires significant rework.

Be sure to provide specific feedback and suggestions for revisions and changes if you utilize a

area.

yellow or **red** dot on a goal

Groups

Feedback Team Assignments



1. CORE CURRICULUM

Brian Liedtke
Jessica Grove
Jack Scaccia

2. PURPOSEFUL TECH

Megan DuPass
Alyssa O'Connor
Annie Diver

3. FUTURE READY LEARNING

Ali Beseth,
Kim Liles
Mary Coyle Sullivan
Rusty Novotny

4. BIRTH TO FIVE

Joy DeFors
Tiffany Watson,
Megan Calhoun
Nikki Giancola-Shanks

5. LEARNER CHAR. & EXEC. FUNC.

Katie Finucane
Ashley Sanchez
Sam Tedeschi

6. BEFORE & AFTER SCHOOL

Kristina McHugh
Logan Bryant
Kathy Barkauskas

7. COMMUNITY CONNECTION

Phil Januszewski
Jessica Sage
Maya Getchel
Tom Tiede

8. PREMIER & HEALTHY PERSONNEL

David Pittman
Teagan Halik
Adam Sage

9. LEARNING SPACES

Jordan Tamayo Urgello,
Chris Tomko
Kim Workman
Jessica Rost

10. FINANCIAL STABILITY

Carrie Fitzgerald
Steve Dlugo
Kimberly Clarke

11. SYSTEMS & SCHEDULES

Kari Gemmell,
Madina Aly
Darren Spiegel
Brian Riegler
Stephanie Sorn

12. VISION STATEMENTS

Erika Myers
Anna Martynaitis
Doug Wiley
Patrick Fardy

Feedback Survey

Mission & Vision Input



Survey Focus

Mission, Purpose, & Vision Statements

Review and provide valuable input on the overall strategic direction, core purpose, and future aspirational vision statements for each focus area.



Action Required

Complete Feedback Survey

Share your perspective to approve or help refine statements shared and ensure key priorities are reflected. .



Submission Deadline

By September 30th

Please submit all feedback responses prior to the designated deadline to allow time for synthesis before the next session.

ACTION: Sub group to refine statements if necessary prior to October 21st whole committee meeting.

Upcoming Meetings



Goal Groups

Work Sessions

Individual Goal Group

(if needed)



Session 4

Oct 21st

Strategic Planning Meeting

Sub Group Work

Feedback Integration & Action Plan



District Leadership Team

Leadership Feedback Integration

Review feedback from District Leadership Team to consider and include feedback from additional stakeholder group.



Learning Walks

Utilize feedback from Learning Walks:

- Revise Goal Statements
- Revise Action Steps

ACTION: Sub groups to review feedback from leadership team and learning walks to finalize goal statements and action steps.