CENTER CASS SCHOOL DISTRICT

District Overview

Strategic Plan Meeting Five
Tuesday, November 3

5:30 pm - 6:30 pm

Guest Wi-Fi network: Guest
No Password

Goal 2 - Revised Vision Statement

NOW…Strengthen partnerships and expand meaningful opportunities that reinforce learner characteristics, deepen belonging, and connect students with their community.

THEN…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 Two: Proposed Strategic Plan Statements

NOW

Focus Area 4: Early Childhood Connections

Goal Statement:
Build and strengthen early childhood outreach, community partnerships and programming to establish foundations for successful transitions into school and life-long learning.

Action #8:

- Create and distribute a Birth-to-Five Family Toolkit featuring developmental resources, at-home learning activities, and guidance to support successful school transitions.

Outcome #8:

- Increase family connections to early childhood resources and support

Action #9:

- Establish and monitor a system to measure the number of families reached and the participation of those families in district-provided resources and educational opportunities.

Outcome #9:

- Increase in readiness and successful school transition.

Focus Area 5: Learner Characteristics & Exec. Functioning

Goal Statement:
Cultivate learner characteristics and executive functioning skills that empower students to become self-directed, engaged, and successful learners in school and beyond.

Action #10: (KNOWLEDGE)
Establish vertically aligned PK–8 progressions for District 66 Learner Characteristics and identify core executive functioning skills for developmental stages.

Outcome #10:

- Increased teacher and student knowledge, recognition, and reflection of Learner Characteristics and Executive Functioning

Action #11: (GROWTH)
Design and embed learning experiences that develop learner characteristics and executive functioning skills across instruction, classroom routines, extracurricular activities, and all tiers of support.

Outcome #11:

- Students grow and increase application of Learner Characteristics and executive functioning skills.

Focus Area 6: Before & After School Opportunities

Goal Statement:
Expand accessible before- and after-school opportunities that enrich learning, develop student interests and talents, strengthen relationships, and foster belonging beyond the traditional school day.

Action #12:
Partner with staff, families, and community members to expand engagement opportunities.

Outcome #12:

- Increase student participation and engagement in before and after school opportunities

Action #13:

- Conduct a districtwide analysis and develop an action plan identifying barriers to equitable program participation and the supports needed to increase access and engagement.

Outcome #13:

- Reduce barriers to equitable access and engagement.

Focus Area 7: Community Connection

Goal Statement:
Build authentic partnerships among students, families, schools, and the community that extend beyond the classroom and foster service, leadership, belonging, and real-world connections.

Action #14:
Develop sustainable, reciprocal partnerships with families, businesses, civic groups, agencies, and leaders.

Outcome #14:

- Expand student access to community partnerships that provide students with increased opportunities for authentic, real-world learning experiences, service, and community engagement.

Action #15:

- Community members share input and expertise that shape meaningful community-connected experiences for students.

Outcome #15:

- Increase varied pathways for community connected experiences.

Goal Two: Proposed Strategic Plan Statements

THEN

Focus Area 4: Early Childhood Connections

Goal Statement:
Build and strengthen early childhood outreach, community partnerships and programming to establish foundations for successful transitions into school and life-long learning.

Action #8:
Strengthen partnerships with families, early childhood providers, and community organizations.

Outcome #8:
- A coordinated Birth to Five network connects families with district/community supports.

Action #9:
Provide family learning opportunities and practical school-readiness resources.

Outcome #9:
- Families feel more informed, confident, and equipped to support development.

Focus Area 5: Learner Characteristics & Exec. Functioning

Goal Statement:
Develop all learners by intentionally cultivating the learner characteristics and executive functioning skills students need to grow in school and beyond.

Action #10:
Refine and vertically align District 66 learner characteristics and competencies.

Outcome #10:
- A PK–8 Learner Profile establishes common language and expectations.

Action #11:
Design learning experiences that integrate learner characteristics and executive functioning into inclusive instruction, classroom routines, extracurriculars, and all tiers of support.

Outcome #11:
- Students are increasingly provided opportunities to practice and demonstrate learner characteristics and executive functioning skills across learning environments.

Focus Area 6: Before & After School Opportunities

Goal Statement:
Expand accessible before- and after-school opportunities that enrich learning, develop student interests and talents, strengthen relationships, and foster belonging beyond the traditional school day.

Action #12:
Partner with staff, families, and community members to expand engagement opportunities.

Outcome #12:
- A broader network contributes expertise, experiences, and resources.

Action #13:
Create pathways that enhance engagement by addressing cost, transportation, scheduling, and individual support.

Outcome #13:
- Participation becomes more accessible and equitable across students and schools.

Focus Area 7: Community Connection

Goal Statement:
Build authentic partnerships among students, families, schools, and the community that extend beyond the classroom and foster service, leadership, belonging, and real-world connections.

Action #14:
Develop sustainable, reciprocal partnerships with families, businesses, civic groups, agencies, and leaders.

Outcome #14:
- A diverse partnership network expands resources, expertise, and opportunities.

Action #15:
Engage students, families, and community members as active partners who contribute their voice, leadership, knowledge, and expertise to learning and community-connected experiences.

Outcome #15:
- Students, families, and community members experience meaningful roles as valued partners, strengthening student agency, leadership, purpose, and belonging.

Two Pieces from 2021 Plan

VALUES (2021 and Beyond)

Growth	Empathy
Equity	Learning
Teamwork (Collaboration)	Respectfulness
Balanced Health	Critical Thinking
Safety	Integrity
Communication	Open Minded

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 worldviews. Valuing each individual's contributions and recognizing diversity prepares our students to thrive in an increasingly complex global community.

(*This revision process will need to go through the Board Policy Committee, District Attorney, and Full Board. If any changes are recommended over next 4 years, I will inform the committee before Board approval, and Board Policy Committee will meet with any Plan members with concerns. Changes would be noted as Board Revision with different date).*

Consensus Protocol and Vote

Using the Google Form, please indicate your vote for each sub section of the Strategic Plan.

The 0–4 Scale:

4 - Active Champion

"Love it! I'm fully behind this proposal as written."

3- Solid Support

"Good plan. I strongly support moving this forward."

2 - Consenting

"I have minor personal preferences or tweaks, but I understand the collective rationale and support submitting this to the Board."

1 - Major Objection

"I feel strongly that this needs to be changed."

0 / Fist - Block

"A fundamental objection based on core values or safety that halts the proposal until it is redesigned."

Consensus Threshold

80%+ Consensus

80%+ showing 2, 3, or 4 constitutes committee consensus to move forward to the Board.

75% Very High Level Consensus (¾) - Major structural changes bylaws and mergers

67% Standard Consensus (⅔) - Used by Boards and Organizations for High Impact Decisions

⊘ Understanding "A Block"

A block is the most serious action a participant can take in a consensus process.

When to use:

Only when a proposal actively breaks a group's core principles, causes safety issues, or severely harms the organization.

When NOT to use:

It is not meant for personal preferences.

Google Forms for Tally

Link to Google form for ***Mission and Purpose*** *Statements* ***(Oct)***

Link to Google form for ***Goal One (Oct)***

Link to Google form ***Goal Two (Oct)***

Link to Google form for ***Goal Three (Oct)***

Link to Google form ***Goal Two (Nov)***

Draft at the Nov 5 Board Meeting

Keep an eye out for a special thank you email for serving on the committee with a link to the Team 66 Store (thank you Kathy B for your help setting this up)

Thank you to all 47 committee members for your dedicated service, collaboration, and leadership.