

## Findings of the River Forest District 90 Vision Retreat

**The strategic plan team began the day by reviewing all of the stakeholder feedback from the Data Retreat's SWOT Analysis. Listed below are the suggested changes by table team.**

<b>Strengths</b>		
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Add stronger inter-governmental cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Move</li> </ul>

<b>Weaknesses</b>		
<ul style="list-style-type: none"> <li>• Staff collaboration, articulation, and communication within D90 and with D200</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School social and emotional support for students</li> <li>• Move from weakness to opportunity: innovative instructional practices including technology integration- Professional development, follow up support, and coaching</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Reword Awareness of and access to social, emotional and health needs of students, families, and staff</li> </ul>

<b>Opportunities</b>		
<ul style="list-style-type: none"> <li>• Add Improved support for families extended day and year</li> <li>• Broader communication and engagement with the community to include social media platforms/ meetings/ target to users/ consumers.</li> </ul>	<ul style="list-style-type: none"> <li>• Family supports</li> <li>• Better use of spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Add more innovative instructional practices</li> <li>• Move from weakness to opportunity: innovative instructional practices including technology integration- Professional development, follow up support, and coaching</li> <li>• Add Readiness and transition from D90 to D200</li> <li>• Add improved support for families and students extended day and year</li> </ul>
<ul style="list-style-type: none"> <li>• Add improved support for families</li> <li>• Strengthen relationship with District 200</li> <li>• Create developmentally appropriate learning environments to support early learners</li> </ul>	<ul style="list-style-type: none"> <li>• Add improved support from families</li> <li>• Maximize use of technology as amplifier for learning for creating and problem solving</li> <li>• Better use of time and space</li> </ul>	<ul style="list-style-type: none"> <li>• Move</li> </ul>

## Threats

<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Move</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**The facilitator reviewed the suggested changes and created a final draft of the SWOT Analysis.**

### River Forest District 90 SWOT ANALYSIS

<p><b>STRENGTHS:</b> What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?</p> <ul style="list-style-type: none"> <li>• High student academic achievement</li> <li>• Dedicated and talented faculty and staff</li> <li>• History of fiscal responsibility and stewardship</li> <li>• Central Office visionary and shared leadership</li> <li>• Commitment to continuous improvement</li> <li>• Family value for public education</li> <li>• Investment in technological tools and strategies</li> <li>• Extra- and co-curricular activities for students</li> <li>• Subject area opportunities beyond core instruction that develop the “Whole Child.”</li> <li>• Commitment to equity and inclusiveness.</li> </ul>	<p><b>WEAKNESSES:</b> 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?</p> <ul style="list-style-type: none"> <li>• Achievement disparities and gaps among student subgroup populations</li> <li>• Clarity for students and families of readiness expectations both academic and non-academic performance</li> <li>• inequities among all students, classrooms, and schools</li> <li>• Staff collaboration, articulation, and communication</li> <li>• Support for student and staff social, emotional, and health needs</li> <li>• Challenging all students with rigor and relevance in instruction</li> <li>• Student agency- engagement, voice, choice, goal setting, progress monitoring</li> <li>• Reporting of student, classroom, and school performance</li> <li>• Aging facilities impacting learning environment- upgrades, maintenance, safety, environmental</li> </ul>
<p><b>OPPORTUNITIES:</b> 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? What are we not doing currently that might be the opportunity for us to improve?</p> <ul style="list-style-type: none"> <li>• Early learning programs and services- serving more students birth to age 6 to better prepare all students for start of school</li> <li>• Innovative instructional practices including technology integration- profession</li> </ul>	<p><b>THREATS:</b> Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p> <ul style="list-style-type: none"> <li>• Address a mindset that is resistance to change</li> <li>• Develop and execute a financial strategy to address financial projections</li> <li>• Address the impact of social media on District culture</li> </ul>

<p>development, follow up support, and coaching</p> <ul style="list-style-type: none"> <li>• Broader communication and engagement with the community</li> <li>• Strengthen relationship with District 200</li> <li>• Family education and engagement opportunities</li> <li>• Make better use of time and space</li> <li>• Improve engagement, satisfaction, and collaboration at the middle school level.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the impact of teacher and substitute shortages</li> <li>• Ensure a collaborative and successful teacher contract development that enhances District mission, vision, values and goals</li> </ul>
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**The strategic plan team read three articles and investigated electronically three school sites to identify key ideas that might extend current thinking in District mission and vision.**

<p><b><i>10 Principles for Schools of Modern Learning</i></b></p> <ol style="list-style-type: none"> <li>1. Self-directed learners</li> <li>2. Student centered curriculum with real life applications that is co-constructed</li> <li>3. Teaching students how to think and how to be life-long learners</li> <li>4. Grouping students by need/outcomes rather than age.</li> <li>5. Teacher role is facilitator</li> <li>6. Students must be agile learners</li> <li>7. Engagement is central to learning</li> <li>8. Metacognition about how they are learning</li> <li>9. Technology as an amplifier to learning</li> <li>10. Open to change, flexible learning</li> <li>11. Mission and vision clearly shared and understood</li> <li>12. Shared values drive behaviors and actions</li> </ol>	<p><b><i>Design 39 Campus in San Diego, CA</i></b></p> <ol style="list-style-type: none"> <li>1. Students drive learning experiences</li> <li>2. High school student mentors to support middle school students</li> <li>3. Connections with local business for career and workplace learning</li> <li>4. Opportunities for parent engagement and education</li> <li>5. Teachers = Learning Experience Designers</li> <li>6. Balance between what all need to know and what individual interests</li> <li>7. Move from compliance to innovation</li> <li>8. Explore better use of time, space, collaboration, schedules</li> <li>9. Innovation, investigation, curiosity, motivation should drive learn design</li> </ol>
<p><b><i>A Transformation Vision for Education in the United States</i></b></p> <ol style="list-style-type: none"> <li>1. Students own their learning</li> <li>2. Opportunities for collaborating and communicating with others</li> <li>3. Knowledge, skills and dispositions applicable to today's needs- global approach</li> <li>4. Assessing readiness for the next level</li> <li>5. Using student agency to personalize learning</li> <li>6. Teachers equipped to guide knowledge, skills and dispositions</li> <li>7. Three types of assessment: of, for, and as</li> <li>8. Open concept- space for labs, discussion, project work</li> <li>9. Importance of knowing readiness expectations for the next level</li> </ol>	<p><b><i>Stonefields School in New Zealand</i></b></p> <ol style="list-style-type: none"> <li>1. Importance of integrated subject area learning</li> <li>2. Core knowledge embedded into engaging setting with application</li> <li>3. Clear and concise mission and vision</li> <li>4. Actionable vision- learner qualities</li> <li>5. Hub approach for differentiation and personalized learning support</li> <li>6. "Cause" learning</li> <li>7. Place to go when learner is "stuck"</li> <li>8. High student agency- voice, engagement, choice</li> <li>9. Flexible learning environment</li> <li>10. Creative structures, schedule, extended day and year learning opportunities</li> <li>11. Values and goals are very transparent</li> </ol>

<ul style="list-style-type: none"> <li>10. Growth orientation</li> <li>11. Using academic content as a means of teaching critical skills, knowledge, competencies.</li> <li>12. Connections of learning to meaningful future skills and competencies</li> </ul>	<ul style="list-style-type: none"> <li>12. Students are self-assessing</li> <li>13. There is clarity in the learning process</li> <li>14. Visuals to communicate key processes</li> </ul>
<p><b><i>Foundations for Young Adult Success</i></b></p> <ul style="list-style-type: none"> <li>1. Student success integrated through agency, identify, and competency</li> <li>2. Success is the ability to influence the world</li> <li>3. Students are products of their experiences</li> <li>4. Help students be more than a product of their circumstances</li> <li>5. Avoid narrowing of curriculum</li> <li>6. Bolstering academic rigor</li> <li>7. Comprehensive stakeholder involvement in learner success</li> <li>8. Community support to achieve success</li> <li>9. Developmental progression for the whole child</li> <li>10. Values, mindsets, knowledge/skills and self-regulation</li> <li>11. Impacted by developmental experiences in school</li> <li>12. Equity can be achieved by using these foundations for success in school</li> <li>13. Constant action and reflection allow students to build their SEL foundation and grow into successful adults</li> </ul>	<p><b><i>Springfield Renaissance School, Washington DC</i></b></p> <ul style="list-style-type: none"> <li>1. Students in charge of their own learning setting goals, describing learning progress, reporting growth and achievement</li> <li>2. Emphasis on thinking</li> <li>3. Strong sense of belonging, self-confidence</li> <li>4. High student engagement and enjoyment with learning</li> <li>5. Strong social and emotional focus</li> <li>6. Building relationships and community</li> <li>7. Feeling emotionally safe</li> <li>8. Character counts- community commitments</li> <li>9. “Crew” meetings between students and teachers to design and reflect on learning</li> <li>10. Illustrate and visually display mission, vision, and values throughout the school</li> </ul>

**The strategic plan team learned about the characteristics of a high-quality Preferred Future Statement. They examined a great example in Illinois Vision 2020. They learned about the research-based qualities of a great mission, vision, and core values statement. They learned about the definition and importance of student ownership of their learning.**

**They used their work from the day to reflect on and revise the current District mission, vision, and core values. Below are the preliminary findings. The examples included words and phrases from the team’s preliminary thinking. They will return to their drafts on our February 13 strategic planning day.**

Current Mission and Vision	Ideas for Future Mission and Vision
<p><b>MISSION STATEMENT:</b>  <b>To inspire a love of learning and ensure educational excellence for every child.</b></p> <p><b>VISION STATEMENT:</b>  <b>A thriving and inclusive learning community will enable our students to become:</b></p> <ul style="list-style-type: none"> <li>• Critical and creative thinkers and problem solvers</li> <li>• Socially and emotionally competent, ready to live purposeful lives</li> <li>• Self-aware, curious and persistent learners, eager to pursue their passions</li> <li>• Skilled communicators and collaborators</li> <li>• Self-sufficient, responsible and resilient</li> </ul>	<p><b>Mission Possibilities:</b></p> <ul style="list-style-type: none"> <li>• Engage, empower, and excel each learner</li> <li>• Ignite learner excellence</li> <li>• Make a difference for each learner</li> <li>• Prepare all learners for high school, college and career pathways</li> <li>• Ensure each learner achieves intellectual and personal excellence</li> <li>• Empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.</li> <li>• Commit to a continuing tradition of excellence in an ever-changing world.</li> <li>• Cultivate excellence in every student.</li> <li>• Create a pathway to assist student achieve educational and personal goals leading to a fulfilling future within the greater community.</li> <li>• Students will have success for today and be prepared for tomorrow.</li> <li>• Inspire a love of learning in each student</li> <li>• Cultivate learners to engage, adapt, and reflect</li> </ul>
	<p><b>Vision Possibilities:</b>  We cultivate excellence when we embrace:</p> <ul style="list-style-type: none"> <li>• Student engagement, ownership, voice and choice</li> <li>• Real world learning opportunities that extend beyond the classroom and school walls</li> <li>• Individual differences, diversity and inclusion</li> <li>• Shared responsibility and accountability</li> <li>• High expectations</li> <li>• Community partnerships</li> </ul>
	<p><b>Vision:</b>  A community of learning:</p> <ul style="list-style-type: none"> <li>• Embraces and celebrates differences</li> <li>• Promotes self-confidence and feelings of belonging</li> <li>• Promotes growth and continuous improvement</li> <li>• Fosters creativity and innovation</li> <li>• Expects critical thinking and problem solving</li> </ul>
	<p><b>Vision:</b>  The D90 community will be a difference maker as we:</p> <ul style="list-style-type: none"> <li>• Develop a positive, innovative, flexible, nurturing</li> </ul>

learning environment that extends beyond school boundaries

- Ensure personalized learning to give voice, choice, ownership and self-sufficiency to each learner
- Create caring, empathetic learners who are equipped with the social and emotional skills to value individual differences and respect cultural differences
- Foster a community of learners with a strong sense of confidence and sense of belonging to promote global citizenship
- Ready each learner with the knowledge, skills and dispositions for college, career, and life success.

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### **Vision**

D90 will ensure student success today and assist them be prepared for tomorrow when we:

- Strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future.
- In partnership with families and community, create relevant learning opportunities for students — both inside and outside the classroom — that help them develop the knowledge, critical thinking skills, and character necessary to succeed in a technologically advanced world.

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### **Vision**

Our pathway to assist every student achieve educational and personal goals leading to a fulfilling future within the greater community will be accelerated when we:

- Commit to recognizing the importance of communication and collaboration and to encouraging dialogue among all constituencies;
  - Promote intellectual and social growth and development within the school community;
  - Ready each student for high school, college, career, and life success;
  - Provide a safe, supportive setting so that students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and speak for themselves; and
  - Recognize and respond to individual differences, inclusiveness, belonging, and cultural understanding.
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	<p><b>Vision</b></p> <p>As an inclusive and equitable learning community, D90 will empower our students to become:</p> <ul style="list-style-type: none"> <li>• Critical and creative thinkers</li> <li>• Socially and emotionally competent</li> <li>• Self-aware, curious and persistent learners</li> <li>• Skilled communicators and collaborators</li> <li>• Self-sufficient, responsible, and adaptable</li> </ul>
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<b>Current Beliefs</b>	<b>Ideas for Future Core Values</b>
<p><b>We believe in the enduring value of providing for the development of the whole child.</b> We will focus on providing a multi-faceted educational program that is rich, rigorous and relevant in an environment that nurtures each child’s uniqueness.</p> <p><b>We believe successful learners are critical thinkers and problem solvers.</b> We will prepare all students for college and careers by providing a differentiated learning experience that meets the needs of students preparing for the future.</p> <p><b>We believe that when students are self-reliant and take responsibility for their own learning, they achieve higher academic, social and emotional success.</b> We will guide students toward self-sufficiency and responsibility for setting goals, monitoring progress, and being able to report their results.</p> <p><b>We believe that social and emotional competencies foster a positive and healthy school/district culture.</b> We will identify and promote behaviors and actions that contribute to a culture and climate that is healthy, positive and promotes self-confidence.</p> <p><b>We believe that an engaging and innovative learning environment is critical to the learning success of all students.</b> We will enrich and enhance instruction through the use of technology, and prepare our students for digital citizenship.</p> <p><b>We believe in equity and inclusivity for all.</b> We will ensure that every student feels empowered to achieve to his or her full</p>	<p>Below is a list of the common, unduplicated suggestions for values from all teams.</p> <p style="text-align: center;"><b>Global Citizenship/Digital Citizenship</b></p> <p style="text-align: center;"><b>Self-sufficient/Responsibility/Accountability</b></p> <p style="text-align: center;"><b>Individual Differences/Diversity/Inclusion</b></p> <p style="text-align: center;"><b>Growth/Continuous Improvement/Life-long Learning</b></p> <p style="text-align: center;"><b>Communication/Collaboration</b></p> <p style="text-align: center;"><b>High Expectations/Excellence</b></p> <p style="text-align: center;"><b>Engagement/Agency/Innovation/Voice &amp; Choice</b></p> <p style="text-align: center;"><b>Rigor/Relevance/Passion/Resilience</b></p> <p style="text-align: center;"><b>Well-being/Confidence/Character/Healthy/Happy</b></p> <p style="text-align: center;"><b>Trust/Respect/Pride/Satisfaction</b></p> <p style="text-align: center;"><b>Belonging/Team/Community/Partnership</b></p> <p style="text-align: center;"><b>Stewardship/ Sustainability/Reflection</b></p> <p><b>Once the Core Values have been identified, a statement of scope and commitment will be written</b></p>

potential, commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity.

**We believe in ensuring a sustainable future for and with our students.** We will model sustainable practices for our students and community, and we will provide opportunities to learn about and engage in sustainable practices.

**We believe in setting and meeting high academic expectations.** We will provide a stimulating academic environment through excellent teaching.

**We believe that two-way communication and collaboration between home, school and district leads to improved performance of both students and staff.** We will build strong relationships and connections with our families and communities to partner in ensuring that each student grows and achieves.

**We believe that continuous improvement moves an individual, team, school and district to a higher level of performance.** We will develop strategic action plans that are aligned with our goals and hold us responsible for our results. We will be accountable for these results through regular and timely monitoring and reporting.

**We believe that access to timely data and clear information accelerates both teaching and learning.** We will use valid student learning data and information to guide instruction and to plan and implement enrichment, acceleration, and intervention.

**We believe that, to improve continuously, District 90 must have adequate and aligned resources of people, money and time.** We will utilize our resources responsibly to ensure trust, respect, pride, and the satisfaction of our community

The facilitator examined all values generated by the team and suggests a synthesis of moving to Core Values in the chart below. The team will use this process to revise the list at our next meeting.

Core Value	Essential Competencies
Global Citizenship	Communication, Collaboration, Belonging, Diversity, Individual awareness, Connectivity
Academic Excellence	High expectations, Readiness, Growth, Results Orientation, Rigor, Relevance, Life-Long
Personal Well-Being	Trust, Respect, Confidence, Health, Happiness, Passion, Pride, Satisfaction
Collective Responsibility	Continuous improvement, Self-Sufficiency, Character, Stewardship, Reflection, Sustainability
Individual Agency	Engagement, Innovation, Data-Driven, Voice, Choice, Resilience

Below are three examples of how the ideas for mission, vision, and values in the content on the above few pages might be incorporated into a Preferred Future Statement. The strategic plan team will have an opportunity at the February 13 meeting to revisit these statements. The team can add, subtract or reword ideas in these examples or completely create their own statement.

Formative suggestions from district staff will be sought between meetings. All other stakeholders will be asked for feedback when the draft of the plan is finalized after the February 13 meeting.

## Characteristics of a Great Preferred Future Statement

- **Future Focused.** Provides the “big picture” and clearly describes what your organization will be like in several years.
- **Directional.** Serves as guide to organizational plans and strategies.
- **Specific.** Clear and focused enough to shape decision-making.
- **Relevant and Purpose-Driven.** Reflects the company’s response to the challenges of the day.
- **Values-Based.** Implies the set of values that are required to support the organization.
- **Challenging.** Inspires members of the organization to do great things and achieve a higher level of standards.
- **Unique and Memorable.** Highlights what makes the organization different and why it matters.
- **Inspiring.** Appealing and engages people to commit to a cause.

# River Forest District 90 Preferred Future Statement

## *Option One:*

Mission Statement - Our Core Purpose <i>Why do we exist?</i>	Vision Statement - Our Future <i>Where we are headed?</i>
<p><b>Mission:</b> Empower each learner to embrace learning, achieve their personal best and build their emotional, social and physical well-being.</p> <p><b>Motto:</b> Making a difference for each learner</p>	<p><b>Vision:</b> The D90 learning community will make a difference for each child as we:</p> <ul style="list-style-type: none"> <li>❑ Ready each learner with rigorous and relevant knowledge, skills and dispositions for college, career, and life success</li> <li>❑ Develop a positive, innovative, flexible, and nurturing learning environment that extends beyond school boundaries</li> <li>❑ Ensure personalized learning to give voice, choice, ownership, and self-sufficiency to each learner</li> <li>❑ Guarantee a joyful, passionate, growth-evoking learning experience</li> <li>❑ Create caring, empathetic learners who are equipped with the social and emotional skills to value and respect individual and cultural differences</li> <li>❑ Foster a community of learners with a strong sense of belonging to promote global citizenship</li> </ul>
Core Values - How we act and behave <i>What do we stand for?</i>	
<p><b><i>The D90 Learning Community embraces the following core values to guide both action and behavior as we work to achieve our mission, vision, and goals:</i></b></p> <ul style="list-style-type: none"> <li>• Global Citizenship</li> <li>• Academic Excellence</li> <li>• Personal Well-Being</li> <li>• Collective Responsibility</li> <li>• Individual Agency</li> </ul>	

# River Forest District 90 Preferred Future Statement

## *Option Two:*

Mission Statement - Our Core Purpose <i>Why do we exist?</i>	Vision Statement - Our Future <i>Where we are headed?</i>
<p><b>Mission:</b> Ensure each learner achieves intellectual and personal excellence.</p> <p><b>Motto:</b> Get better minute by minute, hour by hour, day by day</p>	<p><b>Vision:</b> We accelerate our pathway for each learner to achieve intellectual and personal excellence when we:</p> <ul style="list-style-type: none"> <li>❑ Promote intellectual and social growth and development within the school community.</li> <li>❑ Ready each student for high school, college, career, and life success.</li> <li>❑ Provide a safe, supportive setting so that students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and speak for themselves.</li> <li>❑ Recognize and respond to individual differences, inclusiveness, belonging, and cultural understanding.</li> <li>❑ Commit to recognizing the importance of engagement, communication and collaboration, and to encourage dialogue and agency among all stakeholders.</li> <li>❑ Foster trust, respect, stewardship and pride within our learning community.</li> </ul>
Core Values - How we act and behave <i>What do we stand for?</i>	
<p><b><i>The D90 Learning Community embraces the following core values to guide both action and behavior as we work to achieve our mission, vision, and goals:</i></b></p> <ul style="list-style-type: none"> <li>• Global Citizenship</li> <li>• Academic Excellence</li> <li>• Personal Well-Being</li> <li>• Collective Responsibility</li> <li>• Individual Agency</li> </ul>	

# River Forest District 90 Preferred Future Statement

## *Option Three:*

Mission Statement - Our Core Purpose <i>Why do we exist?</i>	Vision Statement - Our Future <i>Where we are headed?</i>
<p><b>Mission:</b> Student success is our calling and our responsibility.</p> <p><b>Motto:</b> Inspire, Empower, and Achieve student success</p>	<p><b>Vision:</b> D90 will prepare each learner to influence and impact their future by demonstrating these modern learning competencies:</p> <ul style="list-style-type: none"> <li>❑ <b>Critical Thinking-</b> making sense of the presented content to apply to daily life (filtering, analyzing, questioning, synthesizing to bring meaning and value to information/content)</li> <li>❑ <b>Collaboration-</b> recognizing that a common outcome is more likely far greater than each individual outcome (together each accomplishes more)</li> <li>❑ <b>Communication-</b> the ability to present information in a clear, concise and meaningful way (inform, instruct, motivate, persuade)</li> <li>❑ <b>Creativity-</b> the ability to use current knowledge to create something new or in a new way (generate solutions or new possibilities)</li> <li>❑ <b>Citizenship/Culture-</b> interacting with everything that surrounds the learner to influence and impact (culture, society, community, world)</li> <li>❑ <b>Character/Connectivity-</b> Becoming responsible, accountable, empathetic, contributing citizens connecting in a world filled with technology (moral, civic, healthy, socially and emotional responsible)</li> </ul>
Core Values - How we act and behave <i>What do we stand for?</i>	
<p><b><i>The D90 Learning Community embraces the following core values to guide both action and behavior as we work to achieve our mission, vision, and goals:</i></b></p> <ul style="list-style-type: none"> <li>• Global Citizenship</li> <li>• Academic Excellence</li> <li>• Personal Well-Being</li> <li>• Collective Responsibility</li> <li>• Individual Agency</li> </ul>	