

## River Forest District 90 Findings of the Setting Direction Retreat

The strategic plan team met on February 13 to hold its Setting Direction Retreat. The purpose of the retreat was to address the question, “How do we get from where we are to where we want to be?”

The first activity was to revisit the Draft of the Preferred Future Statement from the Vision Retreat. As part of that statement the team addressed district mission, vision, and core values. Below are the six table team suggestions for both mission and vision.

Table Teams’ Mission Ideas	Table Teams’ Vision Ideas
Empower each learner to value learning, achieve their personal best, and build their emotional, social and physical well-being  Empower, Achieve, Inspire	Foster a learning culture that empowers students to achieve their personal best while maintaining a growth mindset and continuing to love learning when we: <ul style="list-style-type: none"> <li>• Ensure personalized, rigorous learning to give voice, choice and ownership to each learner</li> <li>• Recognize and respond to individual differences, inclusiveness, belonging, and cultural understanding</li> <li>• Encourage students to be innovative, problem solvers and effective communicators</li> <li>• Collaborate and encourage dialogue and agency among all stakeholders.</li> </ul>
Empowering each learner to embrace their personal best.  Inspire, Engage, Empower	An engaging and inclusive learning community will enable: <ul style="list-style-type: none"> <li>• Learners equipped with knowledge and skills for future success</li> <li>• Personalized learning to give voice, choice, ownership- and self-sufficiency to each learner</li> <li>• Healthy social and emotional development and awareness of resources</li> <li>• Open communication and collaboration throughout the school community</li> <li>• Recognition and response to individual differences, belonging and cultural understanding</li> </ul>
Empower each learner to embrace learning, achieve their personal best and build their emotional, social and physical well-being.  Toward Excellence For All	The D90 community will make a difference for every learner by: <ul style="list-style-type: none"> <li>• Fostering a positive, innovative and flexible learning environment</li> <li>• Giving voice, choice, ownership and self-sufficiency to each learner</li> <li>• Nurturing empathetic learners who are equipped with social and emotional skills.</li> <li>• Preparing each student for high school, college, career, and life success</li> <li>• Cultivating trust, respect, stewardship, and pride within our learning community</li> </ul>
Provide opportunities and empower learners to achieve personal and intellectual growth.  Pursuing excellence each day	D90 will provide a learner-centered education to promote individual growth by: <ul style="list-style-type: none"> <li>• Develop a positive, flexible learning environment that extends beyond school boundaries</li> <li>• Equip each learner with relevant knowledge including academic and social emotional skills for life</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize and embrace individual differences, inclusiveness, belonging and diversity.</li> <li>• Provide a safe and supportive setting for learners to develop personal beliefs and values to express them in a respectful way</li> <li>• Promote and facilitate communication, engagement, and collaboration with community stakeholders</li> <li>• Foster trust, respect, stewardship and pride within our learning community leading to global citizenship</li> </ul>
<p>Inspire each learner to embrace learning to achieve their intellectual and personal best.</p> <p>Make a positive difference for every learner</p>	<p>The D90 learning community will make a positive difference for every child as we:</p> <ul style="list-style-type: none"> <li>• Provide a safe, supportive setting so that students have opportunity to take risks and to think and speak for themselves.</li> <li>• Develop caring, supportive 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 awareness and engagement</li> <li>• Foster learners that engage critically, creatively, and responsibly in all learning environments.</li> </ul>
<p>Empower each learner to embrace learning, achieve their personal best and build their emotional, social, and physical well-being.</p> <p>Inspire, Empower, and Achieve Personal Success</p>	<p>The D90 learning community will prepare each learner to influence and impact their future as we:</p> <ul style="list-style-type: none"> <li>• Develop a positive, student-centered, innovative, flexible, and nurturing learning environment that extends beyond school boundaries.</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> <li>• Facilitate joyful, growth-evoking learning experiences that ignite curiosity, creativity, and critical thinking</li> </ul>

Next the table teams reviewed their work on Core Values from the Vision Retreat and made the following suggestions for moving toward consensus.

<b>Table Teams' Core Values</b>	
<b>Academic Growth</b> <b>Global Citizenship</b> <b>Learner Agency</b> <b>Personal Well-Being</b> <b>Empathy</b> <b>Equity for All</b>	<b>Academic Success</b> <b>Global Citizenship</b> <b>Individual Engagement</b> <b>Personal Well-Being</b> <b>Shared Responsibility</b> <b>Commitment to Equity</b>
<b>Academic Growth</b> <b>Engagement</b> <b>Personal Well-Being</b> <b>Shared Responsibility</b> <b>Equity</b>	<b>Academic Success</b> <b>Global Citizenship</b> <b>Engagement and Innovation</b> <b>Wellness</b> <b>Collective Responsibility</b> <b>Equity</b>
<b>Academic Growth</b> <b>Global Citizenship</b> <b>Personal Well-Being</b> <b>Collective Responsibility</b> <b>Equity</b>	<b>Growth Mindset</b> <b>Global Citizenship</b> <b>Focus on the Whole Child</b> <b>Collective Responsibility</b> <b>Equity and Inclusivity</b> <b>Student-Centered Learning</b>

Key words to draft definitions of the Core Values were identified:

**Academic Success**

- Continuously grow
- academic knowledge and skills
- personal best and
- future ready

**Personal Well-Being**

- Continuously grow
- non- academic knowledge and skills
- personal best
- whole child
- future ready

**Engagement and Innovation**

- Empower
- engage
- risk taking
- research
- ownership of their learning opportunities
- voice

- choice
- Agency

#### Equitable Opportunity and Resources

- ESSA Definition
- historically underserved
- demands of the 21<sup>st</sup> century
- access to learning opportunities focused on higher-order thinking skills
- multiple measures of equity
- resource equity
- evidence-based interventions.

#### Shared Responsibility

- Build strong partnership
- Input, voice, engagement
- responsiveness
- all stakeholders in the learning community
- greater responsiveness to student and societal needs
- improve the quality of educational opportunity
- accountability

#### Global Citizenship

- participate in changing and developing their future world
- active participation
- projects or problem based
- digital
- global issues of a social, political, economic or environmental nature.

The CEC Facilitator drafted the following Preferred Future Statement based on table team work.

## District 90 Preferred Future Statement Draft

Mission Statement- Our Core Purpose <i>Why do we exist?</i>	Vision Statement- Our Future <i>Where we are headed?</i>
<b>Mission:</b> Inspire and empower all learners to achieve their personal best.  <b>Motto:</b> Inspire, Empower, and Achieve	<b>Vision:</b> The D90 learning community will make a difference for each learner as they strive to achieve their personal best as we: <ul style="list-style-type: none"> <li>• Equip all learners with the critical academic skills and competencies to ensure their future success.</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>• Personalize learning to give voice, choice, rigor, ownership, and self-sufficiency to each learner</li> <li>• Facilitate joyful, growth-evoking learning experiences that ignite curiosity, creativity, and critical thinking.</li> <li>• Foster trust, respect, stewardship and pride within our learning community leading to global citizenship</li> </ul>
<b>Core Values - How we act and behave</b> <i>What we stand for?</i>	
<p><b>Academic Success</b>  Continuously grow student's academic knowledge and skills that represents their personal best and prepares them for their future.</p> <p><b>Personal Well-Being</b>  Continuously grow student's non- academic knowledge and skills that represents their personal best, fosters development of the whole child, and prepares them for their future.</p>	

<p><b>Engagement and Innovation</b> Empower students to engage in the ownership of their learning opportunities, and enhance their opportunities for voice and choice</p> <p><b>Equitable Opportunity and Resources</b> Ensure that students who have been historically underserved receive an education that prepares them for the demands of the 21<sup>st</sup> century. (1) access to learning opportunities focused on higher-order thinking skills; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions.</p> <p><b>Shared Responsibility</b> Build strong partnership among of all stakeholders in the learning community to foster a greater responsiveness to student and societal needs and therefore improve the quality of educational opportunity.</p> <p><b>Global Citizenship</b> Enable learners to participate in changing and developing their future world through active participation in projects that address global issues of a social, political, economic or environmental nature.</p>	
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Next the strategic plan team reviewed the current long-range goals of the District. Long-range goals are few in number and describe what the District must achieve in order to fulfill its mission, vision, and core values. The following table team suggestions were developed to update those goals. Possible new goals areas could be identified.

<b>Current Goal Category</b>	<b>Table Teams' Long-Range Goal Revised Statements</b>
<b>Student Growth and Achievement</b> <b>Ensure continuous development, growth, and achievement for all students</b>	<p>Ensure continuous development, growth and achievement for all learners. -----</p> <p>Promote continuous development and growth for all students. -----</p> <p>Ensure continuous development, growth and achievement for all students. -----</p> <p>Promote continuous development and growth for all learners. -----</p> <p>We will ensure continuous personal develop, growth and achievement for all learners. -----</p> <p>Ensure continuous development, growth and ongoing achievement for all learners.</p>
<b>Learning Environment</b>	Provide a system of supports that enables each learner to achieve their personal best and readies them for their future.

<p><b><i>Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student</i></b></p>	<p>-----</p> <p>Cultivate a positive learning environment that meets the physical, academic and social-emotional needs of every learner.</p> <p>-----</p> <p>Cultivate a positive learning environment that meets the physical, academic and social-emotional needs of every student.</p> <p>-----</p> <p>Cultivate a positive learning environment that meets the physical, academic and social-emotional needs of every learner.</p> <p>-----</p> <p>We will cultivate a positive learning environment that meets the academic, social, emotional, and physical needs of each learner.</p> <p>-----</p> <p>Cultivate a positive learning environment that meets the unique physical, cognitive, and social-emotional needs of all learners.</p>
<p><b><i>High Quality Staff Recruit, develop, support and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement</i></b></p>	<p>Recruit, develop, support and retain a high-performing and diverse staff that practices collaboration and embraces continuous improvement.</p> <p>-----</p> <p>Recruit, develop, support and retain a high-performing and diverse staff that practices collaboration and embraces continuous improvement.</p> <p>-----</p> <p>Recruit, develop, support and retain a high-performing and diverse staff that practices collaboration and embraces continuous improvement.</p> <p>-----</p> <p>Recruit, develop, support and retain a high-performing, integrated and diverse staff that collaborates and pursues continuous improvement.</p> <p>-----</p> <p>We will recruit, develop, support and retain a high-performing and diverse staff who practice collaboration and pursue continuous improvement.</p> <p>-----</p> <p>Recruit, develop, support and retain a high-quality and diverse staff committed to collaboration and pursuing continuous improvement.</p> <p>-----</p>
<p><b><i>Family and Community Partnerships Foster partnerships and shared responsibility between schools, families, and the community to enrich the lives of all stakeholders</i></b></p>	<p>-----</p> <p>Foster partnerships and shared responsibility between schools, families and the community to enrich the lives of all stakeholders.</p> <p>-----</p> <p>Foster partnerships and shared responsibility between schools, families and the community.</p> <p>-----</p> <p>Foster partnerships and shared responsibility between schools, families and the community to enrich the lives of all stakeholders.</p> <p>-----</p> <p>Collectively foster partnerships and shared responsibility between schools, families and the community to enrich the lives of all stakeholders.</p> <p>-----</p> <p>We will foster partnerships and shared responsibility between schools, families, and the community.</p> <p>-----</p>

	Foster partnerships and shared responsibility between schools, families and the community.
<b>Resources</b> <i>Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources..</i>	<p>Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p> <p>-----</p> <p>Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p> <p>-----</p> <p>Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p> <p>-----</p> <p>Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p> <p>-----</p> <p>We will continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p> <p>-----</p> <p>Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.</p>

The CEC facilitator reviewed all strategic plan team long-range goals suggestions and drafted the long-range goals for the new plan. Those goals will be shared with stakeholders to receive feedback and then refined at the final strategic plan team meeting on March 5.

Below is a list of Goal Revisions to include in the Draft of the Strategic Plan.

<b>Goal Category</b>	<b>Goal Statement</b>
Academic Success	Ensure continuous development, growth and achievement for all learners.
Personal Best	Provide a system of supports that enables each learner to achieve their personal best and readies them for their future.
High-Quality Staff	Recruit, develop, support and retain a high-quality and diverse staff that practices collaboration and continuous improvement.
Shared Responsibility	Foster partnerships and shared responsibility between schools, families and the community.
Equitable Resources	Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.

The strategic plan team reviewed current indicators and measures for goal areas and also considered new indicators and measures. The following were identified by all teams as suggested indicators and measures to pass on to the Board of Education who will be responsible for final decisions. Indicators and measures were divided into internal and external

which would appear on a District Scorecard and only internal measures which would be considered by District staff to improve processes and operational procedures.

<b>Drafted Goals</b>	<b>Suggested Indicators/Measures to Progress Monitor and Report</b>
<b><u>Student Success</u></b>	<u><b>Internal and external indicators/measures:</b></u> <ul style="list-style-type: none"> <li>• <i>Students demonstrate readiness for Kindergarten</i></li> <li>• <i>Students demonstrate readiness for First Grade</i></li> <li>• <i>Students read on grade level by the end of Second Grade</i></li> <li>• <i>Students achieve annual growth targets in reading and math at each grade level</i></li> <li>• <i>Students achieve state learning expectations in reading and math at each grade level</i></li> <li>• <i>Students achieve learning standards/outcomes/expectations as defined by the district</i></li> <li>• <i>9<sup>th</sup> grade students are on track</i></li> <li>• <i>Student achievement compares favorably with benchmark districts</i></li> </ul>
<b><u>Personal Best</u></b>	<u><b>Internal and external indicators/measures:</b></u> <ul style="list-style-type: none"> <li>• <i>Student attendance improves over time</i></li> <li>• <i>Class size ranges align with District guidelines</i></li> <li>• <i>Achievement disparities and gaps close</i></li> <li>• <i>Student disciplinary infraction rates decrease over time</i></li> <li>• <i>Student participation in extra-curricular/athletic activities increase over time</i></li> <li>• <i>Student engagement increase over time</i></li> <li>• <i>Student satisfaction improves over time</i></li> <li>• <i>SEL climate indicators improve over time</i></li> </ul>
<b><u>High-Quality Staff</u></b>	<u><b>Internal and external Indicators/measures:</b></u> <ul style="list-style-type: none"> <li>• <i>Staff retention improves over time</i></li> <li>• <i>Staff attendance improves over time</i></li> <li>• <i>Staff satisfaction improves over time</i></li> <li>• <i>Staff engagement improves over time</i></li> <li>• <i>Staff diversity increases over time</i></li> <li>• <i>Staff licensure meets high qualified designation</i></li> <li>• <i>Teacher leadership opportunities increase over time</i></li> </ul>
<b><u>Shared Responsibility</u></b>	<u><b>Internal and external Indicators/measures:</b></u> <ul style="list-style-type: none"> <li>• <i>Family satisfaction improves over time</i></li> <li>• <i>Family engagement improves over time</i></li> <li>• <i>Community satisfaction improve over time</i></li> <li>• <i>Service-learning opportunities for students increase over time</i></li> <li>• <i>Collaborative efforts with community partners improve over time</i></li> </ul>
<b><u>Equitable Resources</u></b>	<u><b>Internal and external Indicators/measures:</b></u> <ul style="list-style-type: none"> <li>• <i>State financial profile designation remains strong</i></li> <li>• <i>EAV and tax rate compare favorably with benchmark Districts</i></li> <li>• <i>5 Year Financial Forecast is known by stakeholders</i></li> <li>• <i>Fund balance meets board guidelines</i></li> <li>• <i>Life-safety requirements are addressed on schedule</i></li> <li>• <i>Facility Plan requirements are addressed on schedule</i></li> <li>• <i>Capacity and utilization is equitable and optimal</i></li> <li>• <i>Facilities are clean, well maintained</i></li> <li>• <i>Capital improvements are on schedule</i></li> <li>• <i>1:1 tech maintains an instructional focus</i></li> </ul>



Finally, the strategic plan team reviewed the SWOT Analysis from the Data Retreat and the Preferred Future Statement finalized at this meeting to draft strategy statements. Strategies are the critical needs the team identified in this process to identify the work that needs attention for the duration of this new strategic plan. The team determined the needs that would most likely move the District to a higher level of performance. The strategies outlined below were those identified by a majority of table teams. They will also be shared with stakeholders for feedback between now and March 5.

<b>Strategy</b>	<b>Strategy Statement</b>
Achievement Disparities	Close achievement disparities and gaps among student subgroup populations students through a system of personalized learning.
Academic and non-Academic Readiness Expectations	Increase the number of learners and their families who demonstrate knowledge and understanding of the K-9 grade level academic and non-academic readiness expectations.
Early Learning Readiness	Increase the number of PK-4 learners and their families who can articulate student performance of the grade level academic and non-academic readiness expectations.
High School Readiness	Increase the number of 5-8 learners and their families who can articulate student performance of the grade level academic and non-academic readiness expectations.
Social Emotional Support	Decrease the number of learners needing extra time and support to ensure their social and emotional needs are being met.
Student Engagement, Ownership	Improve student agency through opportunities for engagement, empowerment, voice, choice, and shared accountability for learning.
Continuous Improvement	Improve opportunities for staff collaboration, articulation, engagement, and communication to ensure all classrooms have a continuous improvement mindset.
Instructional Practices	Increase the use of high impact instructional practices and technology to make learning engaging, relevant, inspiring and inclusive of resources beyond.
Aging Facilities/Space/Time	Upgrade existing facilities to ensure space and time requirements for 21 <sup>st</sup> century learning are adequate and contribute to a positive learning and working environment.
Community Engagement	Increase the number of community partnerships with local agencies, businesses, and organizations to provide students and staff with experiences to further career awareness, service-learning projects, and understandings of workplace competencies.

The following aligns goals with priority strategies. The identified strategies were elements of the goal area that need attention. Working on the strategy should increase goal attainment. Some strategies impact more than one goal.

Goal	Aligned Strategies
<b>Academic Success</b> Ensure continuous development, growth and achievement for all learners.	<ul style="list-style-type: none"> <li>• Increase the number of learners and their families who demonstrate knowledge and understanding of the K-9 grade level academic and non-academic readiness expectations.</li> <li>• Increase the number of 5-8 learners and their families who can articulate student performance of the grade level academic and non-academic readiness expectations.</li> </ul>
<b>Personal Best</b> Provide a system of supports that enables each learner to achieve their personal best and readies them for their future.	<ul style="list-style-type: none"> <li>• Close achievement disparities and gaps among student subgroup populations students through a system of personalized learning.</li> <li>• Improve student agency through opportunities for engagement, empowerment, voice, choice, and shared accountability for learning.</li> <li>• Decrease the number of learners needing extra time and support to ensure their social and emotional needs are being met.</li> </ul>
<b>High-Quality Staff</b> Recruit, develop, support and retain a high-quality and diverse staff that practices collaboration and continuous improvement.	<ul style="list-style-type: none"> <li>• Increase the use of high impact instructional practices and technology to make learning engaging, relevant, inspiring and inclusive of resources beyond.</li> <li>• Improve opportunities for staff collaboration, articulation, engagement, and communication to ensure all classrooms have a continuous improvement mindset.</li> </ul>
<b>Shared Responsibility</b> Foster partnerships and shared responsibility between schools, families and the community.	<ul style="list-style-type: none"> <li>• Increase the number of community partnerships with local agencies, businesses, and organizations to provide students and staff with experiences to further career awareness, service-learning projects, and understandings of workplace competencies</li> </ul>
<b>Equitable Resources</b> Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.	<ul style="list-style-type: none"> <li>• Upgrade existing facilities to ensure space and time requirements for 21<sup>st</sup> century learning are adequate and contribute to a positive learning and working environment.</li> </ul>

The following will be the draft of the plan shared with stakeholders. It contains mission, vision, core values, goals and strategies.

<b>River Forest District 90 DRAFT Strategic Plan 2020-2025</b>	
<b>Mission: Our Core Purpose</b> <i>Why do we exist?</i>	<b>Vision: Our Future</b> <i>Where are we headed?</i>
<p><b>Mission:</b>  <u>Inspire</u> and <u>empower</u> all learners to <u>achieve</u> their personal best.</p> <p><b>Motto:</b> Inspire, Empower, and Achieve</p>	<p><b>Vision:</b>  The D90 learning community will make a difference for all learners as they strive to achieve their personal best as we:</p> <ul style="list-style-type: none"> <li>• Equip all learners with the critical academic skills and competencies to ensure their future success.</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>• Personalize learning to give voice, choice, rigor, ownership, and self-sufficiency to each learner</li> <li>• Facilitate joyful, growth-evoking learning experiences that ignite curiosity, creativity, and critical thinking.</li> <li>• Foster trust, respect, stewardship and pride within our learning community leading to global citizenship</li> </ul>
<b>Core Values: Our critical beliefs that guide actions and behaviors</b> <i>What we stand for and will not compromise?</i>	
<p><b>Academic Success</b>  Continuously grow student's academic knowledge and skills that represents their personal best and prepares them for their future.</p> <p><b>Personal Well-Being</b></p>	<p><b>Equitable Opportunity and Resources</b>  Ensure that students who have been historically underserved receive an education that prepares them for the demands of the 21<sup>st</sup> century. (1) access to learning opportunities focused on higher-order thinking skills; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions.</p>

Continuously grow student's non- academic knowledge and skills that represents their personal best, fosters development of the whole child, and prepares them for their future.

### **Engagement and Innovation**

Empower students to engage in the ownership of their learning opportunities, and enhance their opportunities for voice and choice

### **Shared Responsibility**

Build strong partnership among of all stakeholders in the learning community to foster a greater responsiveness to student and societal needs and therefore improve the quality of educational opportunity.

### **Global Citizenship**

Enable learners to participate in changing and developing their future world through active participation in projects that address global issues of a social, political, economic or environmental nature.

<b>Long-Range Goals: Our Performance</b> <i>What will we achieve over time?</i>	<b>Aligned Strategies: Our Urgent Work</b> <i>What will be our priority work?</i>
<b>Academic Success</b> Ensure continuous development, growth and achievement for all learners.	<ul style="list-style-type: none"> <li>• Increase the number of learners and their families who demonstrate knowledge and understanding of the K-9 grade level academic and non-academic readiness expectations.</li> <li>• Increase the number of 5-8 learners and their families who can articulate student performance of the grade level academic and non-academic readiness expectations.</li> </ul>
<b>Personal Best</b> Provide a system of supports that enables each learner to achieve their personal best and readies them for their future.	<ul style="list-style-type: none"> <li>• Close achievement disparities and gaps among student subgroup populations students through a system of personalized learning.</li> <li>• Improve student agency through opportunities for engagement, empowerment, voice, choice, and shared accountability for learning.</li> <li>• Decrease the number of learners needing extra time and support to ensure their social and emotional needs are being met.</li> </ul>
<b>High-Quality Staff</b> Recruit, develop, support and retain a high-quality and diverse staff that practices collaboration and continuous improvement.	<ul style="list-style-type: none"> <li>• Increase the use of high impact instructional practices and technology to make learning engaging, relevant, inspiring and inclusive of resources beyond.</li> <li>• Improve opportunities for staff collaboration, articulation, engagement, and communication to ensure all classrooms have a continuous improvement mindset.</li> </ul>
<b>Shared Responsibility</b> Foster partnerships and shared responsibility between schools, families and the community.	<ul style="list-style-type: none"> <li>• Increase the number of community partnerships with local agencies, businesses, and organizations to provide students and staff with experiences to further career awareness, service-learning projects, and understandings of workplace competencies</li> </ul>
<b>Equitable Resources</b> Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.	<ul style="list-style-type: none"> <li>• Upgrade existing facilities to ensure space and time requirements for 21<sup>st</sup> century learning are adequate and contribute to a positive learning and working environment.</li> </ul>

We will share this draft with stakeholders electronically to seek feedback. The survey will ask these questions for each component: Mission, Motto, Vision, Each Goal and Aligned Strategies.

1. Can you support the following statement? Yes. Or No
2. If you cannot support the statement what would you offer as an alternative you could support.