Good Afternoon! As you get settled in, enjoy some candy and on your name tag please record the following:

Name

Relationship with CRSD

What is one word that describes how you feel about the next strategic plan?

What song can you not resist singing along to when you hear it?

If you had to eat one meal everyday for the rest of your life, what would it be?
CRSD Strategic Plan
Steering Committee Meeting #2

July 13, 2022
Welcome

Dr. Christine Alois
Superintendent
Get to know your table partners

Introduce yourself to your partners and share some information about your favorite song...

Why do you love that song? Do you have a favorite memory associated with it? Is it your ‘go to’ karaoke song?
Today’s Goals

- Review feedback on ‘Sample Plans’ from last session.
- Begin to develop ‘Portrait of a Rider’ language.
- Draft Vision and Mission Statements.
- Draft Core Values.
# Agenda

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>02</td>
<td>Goals, Agenda, and Session Recap</td>
</tr>
<tr>
<td>03</td>
<td>Why are the portrait, core values, vision, and mission important? How are they different?</td>
</tr>
<tr>
<td>04</td>
<td>Draft portrait, core values, vision, and mission</td>
</tr>
<tr>
<td>05</td>
<td>Wrap Up and Next Steps</td>
</tr>
</tbody>
</table>
CRSD Process

Meeting 1
Sample Plan Review

Meeting 2
Portrait, Values, Vision, Mission

Meeting 3
Data, Priorities, and Goals 1

Meeting 4
Data, Priorities, and Goals 2

Meeting 5
Goals and KPIs

Meeting 6
Final Review

Board Review and Approval
# Feedback From Session #1

<table>
<thead>
<tr>
<th>I appreciate…</th>
<th>I wonder…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation, Collaboration, Energy</td>
<td>Will we have enough time?</td>
</tr>
<tr>
<td>Reviewing the Sample Plans</td>
<td>How does the previous plan, mission, vision,</td>
</tr>
<tr>
<td>Organization of the Session</td>
<td>etc…inform this work?</td>
</tr>
<tr>
<td></td>
<td>How will we ensure we have enough input</td>
</tr>
<tr>
<td></td>
<td>from stakeholders?</td>
</tr>
</tbody>
</table>
Sample Plan Walkthrough

● What resonates with you about the layout of the plan?

● What resonates with you about the content of the plan?


## Sample Plan Feedback - Layout

<table>
<thead>
<tr>
<th>What does the group like?</th>
<th>What does the group dislike?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of authentic photos throughout</td>
<td>Text heavy plans</td>
</tr>
<tr>
<td>Summary page of commitments and priorities</td>
<td>Inconsistent structure</td>
</tr>
<tr>
<td>Purposeful use of color</td>
<td>Use of only 1-2 colors</td>
</tr>
<tr>
<td>Eye catching design/graphics</td>
<td>“Busy” pages/graphics</td>
</tr>
<tr>
<td>“Reads like a magazine”</td>
<td>Wasted space (too much negative space)</td>
</tr>
<tr>
<td>Charts and infographics</td>
<td></td>
</tr>
</tbody>
</table>
Sample Plan Feedback - Content

<table>
<thead>
<tr>
<th>What does the group like?</th>
<th>What does the group dislike?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary</td>
<td>Multiple letters from leadership</td>
</tr>
<tr>
<td>Acknowledgement of broad stakeholder group</td>
<td>Academic jargon / advanced readability level</td>
</tr>
<tr>
<td>Specific, measurable goals with action steps</td>
<td>Overly wordy explanations</td>
</tr>
<tr>
<td>Implementation plan/timeline</td>
<td>Calling out use of data that the district doesn’t have</td>
</tr>
<tr>
<td>District infographic</td>
<td>Commitments/priorities that are too broad</td>
</tr>
<tr>
<td>Clear connection/relationship between all parts</td>
<td>Unbalanced focus on academics/achievement</td>
</tr>
<tr>
<td>Succinct language</td>
<td></td>
</tr>
<tr>
<td>Clear theme carried throughout</td>
<td></td>
</tr>
<tr>
<td>Resources available in document</td>
<td></td>
</tr>
<tr>
<td>Clearly defined opportunities for partnership</td>
<td></td>
</tr>
</tbody>
</table>
Initial Ideas for Caesar Rodney plan

- Consistent structure that aids readability
- At-a-glance data about district demographics and programs
- List of those who contributed to the creation of the plan
- Measurable goals and targets; timelines and parties responsible for the work
- High-quality graphics and photos (no stock: CR staff and students, maybe in district gear)
- Information about tax base, how the district has changed since the last plan, etc.
- Explain how/why commitments/pillars/priorities were chosen
- Succinct and easily translatable
- Perhaps two documents: a shorter, more high-level one that is external and a more detailed one that is internal
What is each element?

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portrait of a Rider</td>
<td>Illustrates the characteristics, traits, and attributes that the community would like Riders to have as they enter the world after graduation.</td>
</tr>
<tr>
<td>Core Values</td>
<td>Set of beliefs that drive all behaviors of the CRSD.</td>
</tr>
<tr>
<td>Vision</td>
<td>Describes what the CRSD hopes to achieve or be in the future.</td>
</tr>
<tr>
<td>Mission</td>
<td>Articulates what is unique who the CRSD is, what CRSD does, and who CRSD serves.</td>
</tr>
</tbody>
</table>
Portrait of a Rider

Illustrates the characteristics, traits, and attributes that the community would like Riders to have as they enter the world after graduation.
Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

Arundhati Roy: ‘The pandemic is a portal’

The Financial Times Limited
Consider the issue of food insecurity.

What skills, knowledge and characteristics would those tasked with developing solutions need to possess?
Top U.S. Companies: These are the skills students need post-pandemic (Ed Week Special Report, March 2021)
Key Skills Articulated Nationally

- Ability to Acquire New Skills and Knowledge
- Creativity and Innovation
- Communication Across Various Modalities
- Critical and Strategic Global Thinking and Problem Solving
- Empathy
- Flexibility
- Growth Mindset and Resilience
- Self-Awareness and Personal Well-Being
- Self-Regulation
- Teamwork, Collaboration, and Relationship-Building
- Technological Skills

*Top U.S. Companies: These are the skills students need post-pandemic*  
(Ed Week Special Report, March 2021)
Portrait

- Articulates the hopes, aspirations, and dreams the community has for its young people.

- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.

- Informs the design of and access to learning experiences throughout the school system.

- No more than six words or phrases with descriptions.
**Portrait Examples**

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

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

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

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

**CRITICAL THINKER**
GISD graduates will develop critical thinking and curiosity about the world to foster lifelong learning for themselves and service to others.

**The Profile of a JPS Graduate**

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

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

- Successfully completing Honors/Advanced Placement (API-18 and higher level mathematics or science courses)
- Performance in academic competitions and extracurricular activities (scholarships, clubs, etc.)
- Ability to derive from various content areas to establish and defend a coherent point of view.

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

- Successfully presenting ideas in an independent research or analysis
- Writing proficiency in a second language as evidenced by coursework, college credits, or AP score of 3 or higher, or completion of the curriculum
- Successfully interpreting an academic or analytical research paper

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

- Successfully interpreting an academic or analytical research paper
- Active membership in a social, faith, community or service group
- Successful completion of a significant community service project.
What do you find compelling about the designs and content shown?

What is important to consider differently for Guilford?

Portait Example

Academics
Waukee graduates will be prepared with the content knowledge and skills necessary for their future work.

They must be provided a variety of rigorous curricular options that apply to their interests, skills, and aspirations.

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

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

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

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

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

Connection
Waukee graduates will be prepared to successfully build positive personal and professional connections in their lives because they have experienced those connections as a Waukee student. The foundation for these connections is understanding the synergy between the heart and the mind which all Waukee students will explore through their K-12 experiences.

Plan Beyond High School
Waukee students will be prepared to be successful beyond high school. The pieces of the portrait of the graduate work harmoniously and result in a Waukee student’s ability to articulate and execute a plan beyond high school that results in continuous personal growth and civic contribution.
CRSD Stakeholder Survey

In 25 words or less, list the characteristics, skills, or competencies that you believe are essential for CRSD graduates.

<table>
<thead>
<tr>
<th>Students</th>
<th>Non-Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>math skills</td>
<td>career readiness / workforce</td>
</tr>
<tr>
<td>hard working</td>
<td>life skills</td>
</tr>
<tr>
<td>reading</td>
<td>college readiness</td>
</tr>
<tr>
<td>career readiness</td>
<td>math skills</td>
</tr>
<tr>
<td>money management</td>
<td>communication skills</td>
</tr>
<tr>
<td>attention</td>
<td>writing</td>
</tr>
<tr>
<td>kindness</td>
<td>reading</td>
</tr>
<tr>
<td>respect</td>
<td>problem solver</td>
</tr>
<tr>
<td>college</td>
<td>financial literacy</td>
</tr>
<tr>
<td>life skills</td>
<td>critical thinking</td>
</tr>
<tr>
<td>science</td>
<td>responsibility</td>
</tr>
<tr>
<td>time management</td>
<td>respect</td>
</tr>
<tr>
<td>determination</td>
<td>empathy</td>
</tr>
<tr>
<td></td>
<td>mental health</td>
</tr>
<tr>
<td></td>
<td>social skills</td>
</tr>
<tr>
<td></td>
<td>integrity</td>
</tr>
<tr>
<td></td>
<td>kindness</td>
</tr>
<tr>
<td></td>
<td>perseverance</td>
</tr>
<tr>
<td></td>
<td>accountability</td>
</tr>
<tr>
<td></td>
<td>productive member of society</td>
</tr>
<tr>
<td></td>
<td>strong work ethic</td>
</tr>
<tr>
<td></td>
<td>emotional intelligence</td>
</tr>
<tr>
<td></td>
<td>interpersonal skills</td>
</tr>
</tbody>
</table>

CR

Insight Education Group
Group Work

Big Question: What do we want a CRSD Rider to look and sound like?

Reflect
Discuss the following questions:
- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and mindsets that our children need for success in this rapidly changing and complex world?

Draft
In the reporter packet:
- Identify no more than six key words that could be used for a CRSD Portrait of a Rider.
- For the one you find most important, draft 1-2 sentences explaining what it means to your group.

Discuss
- Review the work of all groups.
- Elevate common themes.
Core Values

Set of beliefs that drive all behaviors of the CRSD.
Core Values as a Foundation

- **Action**: What do we have to do? How do we know?
- **Strategic Plan**: How are we going to progress?
- **Mission**: What do we do? Who do we do it for?
- **Vision**: Where are we going? What do we aspire to achieve?
- **Core Values**: What do we stand for?
Why Start with Why?

- How does Sinek’s Golden Circle relate to core values of the district?
- What are the implications for developing the strategic plan?
- What are the implications for how we communicate the plan?
What is a Core Value?

A value is a way of being or belief that we hold most important. Living into our values means that we do more than profess our values, we practice them. We walk our talk – we are clear about what we believe and hold important, and we take care that our intentions, words, thoughts, and behaviors align with those beliefs.

Brené Brown
What is a Core Value?

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

Accessed online from Futures Without Violence
# Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

<table>
<thead>
<tr>
<th>EQUITY</th>
<th>EXCELLENCE</th>
<th>GROWTH MINDSET</th>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>POSITIVE AND RESPECTFUL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our vision of equity is that &quot;all means all.&quot; We ensure equity by celebrating each scholar's individuality, interests, abilities and talents, providing each scholar with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff, providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.</td>
<td>High expectations for our scholars help to prepare them for college and career paths. High expectations for and for all adults foster ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.</td>
<td>Our leaders—teachers and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the idea that effort and perseverance lead to success.</td>
<td>It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.</td>
<td>Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to connect with each other, the larger community, and the 21st-century world; ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.</td>
<td>Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.</td>
</tr>
</tbody>
</table>
Guilford County Schools (NC)

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

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

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

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

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

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

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

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

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

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

Waukee Community School District (IA)
District of Columbia Public Schools (DC)

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

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

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

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

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

**JOY:**
We enjoy our collective work and will enthusiastically celebrate our success and each other.
OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

Welcoming
We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

Equity-Focused
We actively work to remove barriers to educational access.

Empowering
We inspire each student and staff member to thrive to their best abilities.

Innovative
We take initiative to solve problems in the classroom and across the system.

Results-Driven
We set ambitious goals to learn, grow and achieve at high levels.
Current CRSD Beliefs

Academics
Athletics
Arts
Atmosphere
Core Values Considerations

1. Consider what is compelling / not compelling about the examples and the current beliefs called out by CRSD.

2. Individually in your participant guide, list words that represent values critical to CRSD.

3. As a small group, discuss and combine ideas into key considerations and/or words to elevate. Record those in your reporter packet.

4. Whole group share out and elimination of overlap.
Vision

Describes what the CRSD hopes to achieve or be in the future.
Current CRSD Vision

The Caesar Rodney School District, the center of learning in our community, will expand programs and educational opportunities for students and the community to provide for the changing needs of a global society. We will focus on continued and enhanced academic achievement, expanded educational opportunities for the community, and necessary facilities and resources.
CRSD Stakeholder Survey

Complete this sentence. My hope and dream for CRSD is....

<table>
<thead>
<tr>
<th>Students</th>
<th>Non-Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>- take care of all students</td>
<td>- children feel loved and accepted</td>
</tr>
<tr>
<td>- students enjoy learning</td>
<td>- beacon of learning and development</td>
</tr>
<tr>
<td>- accepting of everyone</td>
<td>- “Together, we are CR”</td>
</tr>
<tr>
<td>- best district in the state</td>
<td>- best district in the state</td>
</tr>
<tr>
<td>- mental health focus</td>
<td>- more diversity</td>
</tr>
<tr>
<td>- listen to students</td>
<td>- pioneer</td>
</tr>
<tr>
<td>- fun and safe environment</td>
<td>- supporting teachers</td>
</tr>
<tr>
<td>- fair treatment</td>
<td>- Rider pride</td>
</tr>
<tr>
<td>- more student voice</td>
<td>- high standards</td>
</tr>
<tr>
<td></td>
<td>- academic success</td>
</tr>
<tr>
<td></td>
<td>- accountability</td>
</tr>
<tr>
<td></td>
<td>- curious learners</td>
</tr>
</tbody>
</table>

- graduate good students and good people
- pay teachers more
- safer and better for students and staff
- more courses for different careers
- place where all kids feel welcomed and accepted
- good education that creates opportunities for the future
- students first
- exceptional education
- students feel valued and respected
- strong and equitable education experience for all
- individual and collective success
- joyful learning
- students graduating with confidence, fortitude and skills

Children feel loved and accepted
- beacon of learning and development
- “Together, we are CR”
- best district in the state
- more diversity
- pioneer
- supporting teachers
- Rider pride
- high standards
- academic success
- accountability
- curious learners
- students first
- exceptional education
- students feel valued and respected
- strong and equitable education experience for all
- individual and collective success
- joyful learning
- students graduating with confidence, fortitude and skills
Sample Visions

“Making the best possible ice cream, in the nicest possible way.”
- Ben & Jerry’s

“To organize the world’s information and make it universally accessible and useful.”
- Google

“To make people happy.”
- Disney

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

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

“To reduce human trauma and economic costs associated with automobile accidents.”
- Progressive
Sample District Visions

Inspiring learners who feel valued, challenged, and prepared to face tomorrow’s opportunities.

We prepare scholars to achieve globally, contribute locally, and to be fulfilled individually.

Transforming learning and life outcomes for all students.

Every student feels loved, challenged, and prepared to positively influence society and thrive in life.

Empowering all students to thrive in a diverse and ever-changing world.
Key Ingredients of a Vision

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

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

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

4 – The human connection
Include something that makes people conjure a specific mental image when they read your vision statement.
Sample Vision with Key Ingredients

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

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

Compare the current vision to criteria and, in your participant guide, list strengths and opportunities to make it stronger.

What did your group find compelling when reviewing the sample visions? (Identify words and phrases you’d like to see in the CRSD vision.) Record those in your reporter packet.

What considerations would your group like to offer regarding revisions?
Mission
Articulates what is unique who the CRSD is, what CRSD does, and who CRSD serves.
Current CRSD Mission

Recognizing the value of each individual, and building upon our commitment to excellence, the Caesar Rodney School District is dedicated to the mission of preparing students for a successful, productive and purposeful life in a diverse, global community by:

- Providing quality educational opportunities for all students; and
- Promoting caring attitudes through the school community.
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Sample Missions

Sample 1: We ensure success by inspiring students and addressing barriers to learning.

Sample 2: We develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

Sample 3: Ensure that every school guarantees that students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

How well does each mission describe what is unique about:

- Who the district is?
- Who they serve?
- What they do?
Sample Missions, continued

How well does this mission describe what is unique about:

Who the district is? Who they serve? What they do?

Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual’s unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.
Mission Brainstorm

In groups, use your reporter packet to:

• Answer the three questions about CRSD
  1. What is unique about who we are?
  2. What is unique about who we serve?
  3. What is unique about what we do?

• Come up with the draft of a possible mission to share
Session Feedback

I appreciate...

I wonder...
Questions & Answers
Next Session on July 28th
(4:30pm-6:30pm)

Focus:
• Data Review
• Stakeholder Survey Results
• Emerging Priorities