



Field Services

Liberty CUSD #2

Setting District Goals and Direction Report

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Superintendent Evaluation

Expectations
Superintendent Goals
Performance Measures in Contract
Job Description
Policy Manual

Student Goals

(staff work)

Classroom/Teacher Goals

(staff work)

Principal/Building Goals

(staff work)

Superintendent Goals

(staff work)

District Goals

(board work)

Vision

(board work)

SWOT
Analysis

Mission

(board work)

Values & Beliefs

(board work)

I. Core Values and Beliefs (We believe.....)

Our first step was to identify the core or underlying Values and Beliefs. These should be statements that tell us **why we want** to make this journey.

Regarding **Students and Learning**, we believe...

- Students should develop life skills necessary for success.
- All students are learners and should have access to a challenging, well-rounded curriculum.
- All students should have a safe, caring, learning environment.
- All students need social/emotional skills to effectively grow mentally and academically in a nurturing and fair environment.

Regarding **Teachers and the Teaching Process**, we believe...

- Teacher should be provided the tools/curriculum to be successful.
- Professional development is imperative to continued success.
- Quality teaching is critical.
- Teachers should be role models, modeling good citizenship, and caring attitudes.
- Creativity is important to teaching.
- Teachers must feel safe.
- Teachers must maintain discipline.

With respect to the **District/Community Responsibility** to each other, we believe...

- The community should financially support the building needed to educate our children in the best possible way.
- District should be fiscally responsible.
- Community should support school.
- Open discussion between school and community.
- Community and district should work together.

Indoctrinating Values into Policy:

The entire Values discussion should be distilled into a few core values that are reflective of all groups and adopted into policy. One example of this might be (but using your own words):

Whereas we believe:

- that expectations should be high and learning is lifelong;
- that the purpose of public education is to prepare young people to be responsible, productive members of society;
- that team learning and critical thinking skills are important to individual success;
- that learning should take place in a safe, healthy and positive environment;
- that all stakeholders have rights, roles, and responsibilities for which they are accountable;
- that teachers and good teaching practices are vital to the success of our students and our schools;
- that professional development opportunities are necessary for teachers to be able to implement more effective teaching opportunities;
- that the district is responsible for providing its programs, curriculum, and services in a fiscally responsible manner;
- that the success of our schools depends upon a partnership among parents, the community, the board and the staff;
- that a successful partnership between stakeholders requires communication and trust.

Another example:

We believe in:

- Educating the whole child within a safe nurturing environment.
- High educational standards.
- Maintaining competent leadership and staff.
- Close personal relationship between the school and the community.
- Maintaining a balanced budget with close monitoring of finances.

And finally one more example:

We believe in, and value:

- A culture of excellence, accountability, and integrity for all stakeholders.
- A quality education for all students that ensures equitable learning.
- An environment that is safe and nurturing, where each student is well-supported.
- Highly-qualified and educated faculty and staff members.
- Diversity and change to be embraced in an inclusive educational community.
- Continuous improvement for the entire learning system.
- Strong connections among home school and community through pride and encouragement.
- Shared fiscal responsibility.

II. Mission Review

Based on our beliefs, our mission clarifies our unique purpose by trying to answer the question: “What benefits do we want to provide and to whom are we trying to provide those benefits? And at what cost?” Mission tells us **why we need** to make this journey.

Liberty CUSD #2 Mission Statement

Policy 1.30

School District Organization School District Philosophy

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

Current identifiable benefits, and for whom:

- ◆ Role model citizen (educate kids)
- ◆ Self-esteem
- ◆ Decision making
- ◆ College & career ready
- ◆ Students/community

What might be missing?

◆

Mission Statement Review:

I thought we had good discussion around mission statements. The current mission statement was drafted some years ago, but there still seemed to be a strong sense of ownership in, and connection to, the current mission statement. The board consensually agreed to form an ad hoc committee to consider additional draft language in light of our discussion. To that end, Shelby C., John C., Jeanie K., Kelle B., Justin E. and Lance S. will present a draft to the board within 30-60 days for board approval. Mission statements by their nature should begin to identify what needs the district is trying to fill and for whom.

As boards turn over it is important to know that the mission statement has at least been reviewed and is “owned” by the current board. It is important to remember that the conversations and process that lead to the mission statement are as important as the words that appear on the page.

III. SWOT Analysis

Student Achievement

Positives:

- ◆ High test score
- ◆ Good work ethic
- ◆ Opportunities to approve and achieve
- ◆ High quality caring teachers
- ◆ College prepared
- ◆ Small class size

Negatives:

- ◆ Room to improve test scores
- ◆ The need for more education for non-college students
- ◆ Drug and alcohol use
- ◆ Lack of diversity in opportunities
- ◆ The need for more education for high achievement
- ◆ Community service
- ◆ School/home barrier to student success

Programs/Curriculum/Services

Positives:

- ◆ RTI
- ◆ Technology
- ◆ Special Education services
- ◆ Strong academics
- ◆ Many extra-curricular activities
- ◆ Stability of programs

Negatives:

- ◆ More programs/STEM/accelerated learning
- ◆ Not enough electives beyond AG
- ◆ More intervention/curriculum materials
- ◆ Mental/health/social emotional
- ◆ Funding uncertainty affecting programs
- ◆ Organization and communication with parents
- ◆ Setting bar too high for all students—leaving some pressured and behind.
- ◆ Grading scale

Facilities/Physical Plant

Positives:

- ◆ Technology
- ◆ Sufficient facilities and athletic
- ◆ Good steward of finances
- ◆ Exhibiting student work
- ◆ One physical building

Negatives:

- ◆ Need for new building and improvements
- ◆ Indoor/outdoor space limitations
- ◆ Safety

District Financial Condition

Positives:

- ◆ Little debt
- ◆ Good stewardship fiscal responsibility
- ◆ Strong support from LEF/LCA/Boosters
- ◆ Good budgeting
- ◆ Doing great with little funding

Negatives:

- ◆ Poor state funding
- ◆ Transportation
 - Coaches drive
- ◆ More funds for professional development
- ◆ No surplus (scraping by)
 - Building funds
- ◆ Asking for tax increases
- ◆ Spending on non-education
- ◆ Not making enough cuts

Community/District Relationship

Positives:

- ◆ Have shown improved community involvement
- ◆ Well attended school events
- ◆ Close knit community
- ◆ Good reputation in district
- ◆ Growth within community

Negatives:

- ◆ Not enough communication with community
- ◆ Lack of involvement with alumni
- ◆ Community distrust of district
- ◆ Not enough variety in parent leadership

IV. Goals

I have word processed all of the small post-it notes that existed on each goal area large post-it. I have saved all of those post-it notes in case you feel that my representation of the ideas has missed the mark. I believe this language to be a solid representation of the ideas generated. Some of the post-it notes were actual “means” rather than “ends” (particularly in the Community Relationship Goal Area) but I believe the “end” results of those suggested “means” are represented in these goals. Many of those suggested means (or actions) will fall into place, however, the boards work at this stage is to clearly identify the “what” so Dr. Bunch, and the staff, can put together the “how” or the means, as per the graphic below.



Goal Area – Student Success

Vision – Students graduate college or career ready, with each individual having the opportunity to grow academically and socially to their potential, while acquiring the life skills to adapt to an ever changing society.

Goal 1: Systems will be in place to measure that individual academic and social-emotional growth is on track at each grade level.

Indicator 1.1: _____

Goal 2: Key indicators of college and career readiness will be defined and monitored.

Indicator 2.1: Graduation rate, % college-bound, % to work force, entrance exams, etc.

Goal 3: Post graduation data will be gathered to evaluate and monitor student success and program offerings.

Indicator 3.1: _____

Goal 4: Partner with local/area organizations and businesses to provide workforce development, community engagement, and character development opportunities.

Indicator 4.1: _____

Your notes for further discussion:

Goal Area –Programs/Curriculum/Services

Vision – The district will provide diverse curricular and extra-curricular offerings that will support our vision of student success.

Goal 5: Curriculum is aligned K12.

Indicator 5.1: _____

Goal 6: Curriculum offerings will meet the diverse needs of our students, including social-emotional learning, character development, and leadership training.

Indicator 6.1: _____

Goal 7: Curricular programs are sustained or changed with the use of data.

Indicator 7.1: _____

Goal 8: We will hire and retain high quality staff and provide appropriate professional development.

Indicator 8.1: _____

Goal 9: Learning will be enriched by technology, and students and teachers will be competent in the use of technology.

Indicator 9.1: _____

Your notes for further discussion:

Goal Area –Facilities/Physical Plant

Vision – The district facilities, learning environment and infrastructure will be a clean, safe, well-maintained, modern asset that balances our student success and financial goals.

Goal 10: On-going safety and maintenance needs will be assessed, prioritized, and addressed in order of priority.

Indicator 10.1: _____

Goal 11: Seek community engagement, education, input, and support for a facilities improvement plan.

Indicator 11.1: _____

Goal 12: A facilities improvement plan will be developed to address future needs, including the feasibility (cost/benefit analysis) of new construction, or additions.

Indicator 11.1: _____

Your notes for further discussion:

Goal Area –District Finances

Vision – Student success goals will be achieved in a fiscally responsible manner, while maintaining strong financial standing.

Goal 13: Balance the budget.

Indicator 13.1: _____

Goal 14: Maintain adequate reserves.

Indicator 14.1: _____

Your notes for further discussion:

Goal Area – District/Community Relationship

Vision – The relationship between the district and community is an inseparable partnership based on transparency, trust, and communication, where all stakeholders experience involvement, ownership, and pride.

Goal 15: Provide a high level of quality communication on district activities, issues, and decisions, through a variety of methods.

Indicator 15.1: _____

Goal 16: Reach out to engage stakeholders beyond those that are directly involved in the on-going school activities.

Indicator 16.1: _____

Goal 17: Provide ample opportunities for stakeholder involvement in district activities and issues.

Indicator 16.1: _____

Your notes for further discussion: