



S/E/B Vision Statement

Where all children feel encouraged to maximize their learning in a safe, inviting, engaging and differentiated environment

Driving Forces (+)	Restraining Forces (-)
<ul style="list-style-type: none">• S/E/B Study & WorkGroup• District support• Community Support (Agencies)• NCLB incentive• Important to schools & teachers as front-line staff• LA Study moving towards engaging & differentiated instruction• RtI focus	<ul style="list-style-type: none">• Move from telling parents to asking, “What do you need?”• lack of parental involvement• “one more thing to do”• Time• Can we pay attention to so many areas of focus at once• Hard to maintain this high level of commitment from members• Hard to maintain this high level of community involvement• Need for professional development-who does the training, when (time), subs, \$\$• Possible stigma of receiving services from a public service agency• Transfer of info, involvement and excitement to rest of District



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Where all learners (students, families, faculty and community) feel positive personal connections among themselves and with their schools.

Driving Forces (+)	Restraining Forces (-)
<ul style="list-style-type: none">• NCLB• Problem-solving– RtI• S/E/B learning standards (ISBE)• Education/advertisement• Community resources in relationship building• Human connections• Strength-looking for positives• Is there a readiness for community to embrace something new• Conversations with people-let people choose what they want• Power in numbers	<ul style="list-style-type: none">• Perceptions/misperceptions or even negative perceptions of agencies/school• Not following vision statements• Skepticism about new initiatives• Most needy population doesn't act until crisis• Crisis oriented thinking in all systems



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Where all partners in the learning community value and demonstrate collaboration and a reflective nature

Driving Forces (+)	Restraining Forces (-)
<ul style="list-style-type: none">• Alignment with common mission, vision, values-core beliefs in D108• Shared planning times reinforces collaboration, as do District culture, committee operations, etc.• Reflection is inherent in PGP & in District committee process• Collaboration & reflection both increase productivity = self rewarding• D108 is committed to collaboration and reflection especially with respect to S/E/B	<ul style="list-style-type: none">• District 108-ese puts people in the community & parents off, isolates them• Reflection is hard and few people know how to do it well• Collaboration with parents and others is hard because of how busy they are• Variance in management styles between buildings and between stakeholders & D108• Collaboration tends to be for D108 needs and on its schedule• Collaboration and reflection take lots of time and are sometimes not honored as worthy activities (& some people get bored)



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Where all learning community partners' growth and learning are supported and empowered through organizational systems and procedures

Driving Forces (+)

- I CAN DO IT sheets in Language Arts & Math
- Skyward
- Moving

Restraining Forces (-)

- Consistency
- Current staff attitudes
- Clarification/understanding of what "learning partners" means-who it involves
- Building space
- Not a visible expectation



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Rich with respect, care & committed sensitivity to support *all learners & their needs*

Driving Forces (+)

- Staff, student & community understanding & buy-in
- I CARE and other respect codes
- Communication
- Caring people
- School/Community activities
- Good school/parent communication
- Established community partnerships with common goals

Restraining Forces (-)

- Lack of understanding statements
- Limited educational experiences of all stakeholders (learning community partners) to understand vision statements as currently written
- Hard to measure
- Biases of stakeholders
- Lack of opportunities for professional development
- Lack of resources



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Where developmentally appropriate expectations are defined, communicated, taught and reinforced

Driving Forces (+)	Restraining Forces (-)
<ul style="list-style-type: none">• Must be taught up front (expectations)• Expectations have to be visible and reinforced• Stakeholders must understand the expectations & apply them consistently• Predictable consequences	<ul style="list-style-type: none">• Lack of consistency• Lack of understanding• Lack of predictability• Outside influences• Inappropriate expectations for the context



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And of active partnerships between members of the learning community to develop informed practices

Driving Forces (+)	Restraining Forces (-)
<ul style="list-style-type: none">• Networking with so many area services already working within our community• Developing relationships and gaining trust• Student will be the “WINNER”!• Pekin community will be a wonderful place to live• What a pleasant surprise!	<ul style="list-style-type: none">• Communication among provider, teacher & parents• Buy-in by schools & families to “own” problem and work toward solution• Making available resources known• Takes time to develop relationships and trust• Agencies have several on caseload (If parent doesn’t get on board, they must go to next family)• Energy needed to keep on task until solution is adequate