



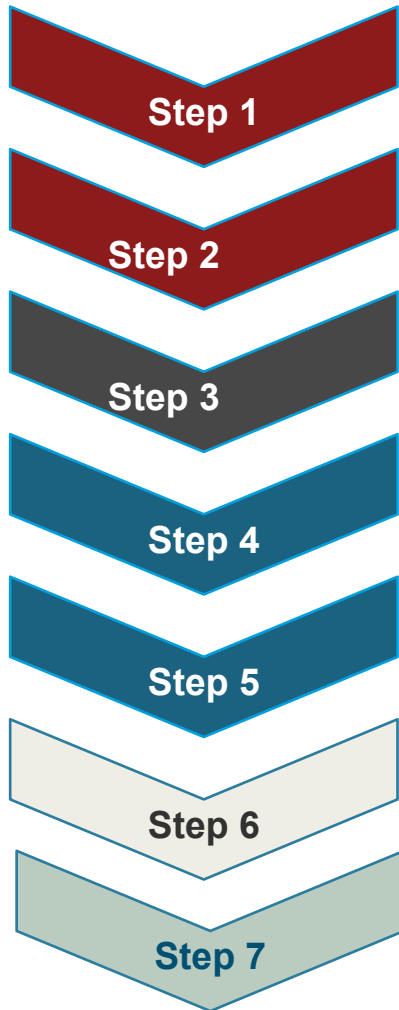
Mountain View
Whisman
School District

Strategic Plan Update

March 4, 2021



Project Overview



- Environmental Scan
 - Organizational Assessment
- Analyze Implications
- Define Desired Future: Vision, Mission, Priority Student Outcomes
- Develop Goal Areas
- Define Objectives and Strategic Initiatives
- Create Action Plans
- Develop Monitoring and Review Process for Outcomes and Initiatives

Phase 1: Analysis

Phase 2:
Strategy Development

Phase 3: Action
Planning

Strategic plan process

- New six-year Strategic Plan 2027, will
 - align with two cycles of the District's 3-year Local Control and Accountability Plan (LCAP)
 - build on and expand the former plan's successes and areas of need for students.
- Parents, students and staff engagement
 - Conducted districtwide survey with 1134 respondents
 - Facilitated input sessions in districtwide groups (PTA leaders, DELAC, DAC)
 - Conducted interviews with all Board members
 - Facilitated a strategy session with 60 representative stakeholders (parents, board members, teachers, classified staff, school administrators and district leaders)

Strategic plan process

Reported to the Board of Trustees Oct. 1 on framework (five major goal areas and the general outcomes and themes in each)

Input on this framework (October 2020)

- Parents and staff members gave input at school meetings
- Districtwide survey of all stakeholders about potential changes they'd like to see in the framework.
- DAC, DELAC, PTA, SSC

Identified goal areas and objectives (November 2020)

Strategic goal areas and objectives approved by Board on November 16, 19, 2020.

Teams worked on creating initiatives (Jan/Feb 2021)

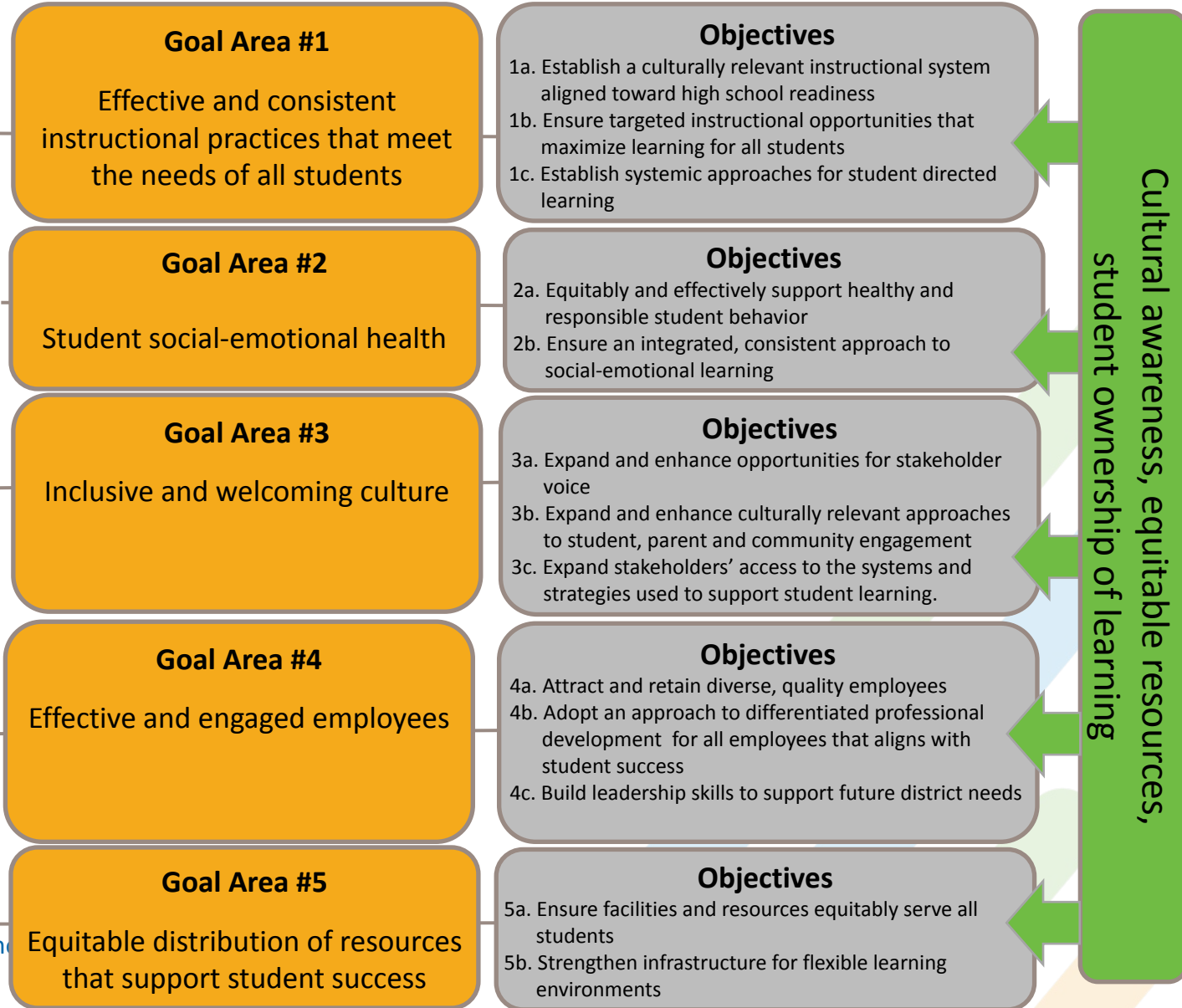
Five teams of leadership members worked over 6 weeks to research, discuss and propose initiatives for each Goal/Objective area

Priority Student Outcomes

- Increase achievement for all students while closing gaps among student groups
- Ensure at least one year of academic growth for each student
- Strengthen student engagement and well being
- Ensure all students are prepared for high school

Vision Statement

Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse, and innovative partnership



Considerations for what was assigned to Phase 1

Goals:

1. Alignment: work is already underway and needs to be incorporated into the strategic plan
2. Urgency: internal or external factors are creating pressure for this work to begin, there is a risk of negative consequences if it does not proceed
3. Opportunity: potential partners or supporters are available and ready to move forward
4. Expectation: key constituents have been waiting for action in this area

Considerations

- Balance among the set of initiatives
- Requirements for new resources
- Workload on committee and staff functions
- Political sensitivity and potential controversy

Goal Areas

Initiatives in Phases

Goal Area #1
Effective and consistent instructional practices that meet the needs of all students

Leader
Cathy Baur

Year 1
1c. **Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.**
2. **Fully develop MVWSD's Multi Tiered System of support to improve instruction, differentiate learning and align systems.**

Year 2-3
1a. Improve the quality of instruction by developing a rigorous and culturally relevant instructional program that is consistently implemented.
1b. Design and implement a highly coordinated college and career readiness program for all students beginning in elementary school.
3. Develop and implement innovative, student-directed instructional approaches and guiding principles to create a culture of student directed learning.

Goal Area #2
Student social-emotional health

Leader
Karin Jinbo

Year 1
1a. **Develop and implement a "whole school, whole community, whole child" model.**
2a. **Implement a competency-based SEL model.**

Year 2-3
2b. Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS.

Goal Area #3
Inclusive and welcoming culture

Leader
Geoff Chang

Year 1
2. **Engage in actions based on a Community Equity Framework that will help us build habits of practice to increase inclusivity.**
3a. **Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.**
3c. **Work directly and collaboratively with parents to build our mutual capacity to support student learning.**

Year 2-3
1a. Identify and assess meaningful, ongoing and sustainable community engagement practices and patterns.
1b. Establish and conduct identity-based affinity groups that give stakeholders opportunities to connect, share, and offer suggestions to improve MVWSD.
3b. School communities create a regular (yearly, semesterly) community action project(s) that address real needs, are culturally relevant and involve all families.

Goal Area #4
Effective and engaged employees

Leader
Tara Vikjord

Year 1
1b. **Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support.**

Year 2-3
1a. Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.
2a. Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.
3a. Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.

Goal Area #5
Equitable distribution of resources that support student success

Leader
Rebecca Westover

Year 1
1a. **District-wide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. Standards are reviewed annually.**
1b. **Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.**
2a. **Implement feasible opportunities to offer flexible learning from home, from different schools, at different times and other environments.**
2b. **Ensure that students have access to the internet inside and outside of school with support for families.**

Year 2-3
1c. Implement feasible District run after school program for academics and social support for all students.
2c. Investigate and implement practical flexible physical learning environments inside and outside the classrooms that meets the needs of diverse student learners.

Priority Student Outcomes

- Increase achievement for all students while closing gaps among student groups

- Ensure at least one year of academic growth for each student

- Strengthen student engagement and well being

- Ensure all students are prepared for high school

Cultural awareness, equitable resources, student ownership of learning

Goal Area 1: Effective and consistent instructional practices that meet the needs of all students

Team Members

Name	Title	Department/School
Cathy Baur	Chief Academic Officer	Educational Services
Swati Dagar	Interim Director of CIA	Educational Services
Arianna Mayes	Director of Special Education	Educational Services
Acantha Ellard	SPED Coordinator	Educational Services
Perla Galeno	Assistant Supervisor BTB	Educational Services
Heidi Galassi	Principal	Landels Elementary
Colleen Walsh	Asst. Principal	Crittenden Middle School

Goal Area 1: Effective and consistent instructional practices that meet the needs of all students

Objective 1a. Establish a culturally relevant instructional system aligned toward high school readiness

Strategic Initiatives:

- Improve the quality of instruction by developing a rigorous and culturally relevant instructional program that is consistently implemented.
- Design and implement a highly coordinated college and career readiness program for all students beginning in elementary school.
- Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.

Goal Area 1: Effective and consistent instructional practices that meet the needs of all students

Objective 1a. Establish a culturally relevant instructional system aligned toward high school readiness

Research suggests that students success is linked to the following:

- Creating social, emotional, and cognitive conditions that allow students to more actively engage and take ownership of their learning process
- Students/staff becoming culturally competent
- Alignment towards high school and college readiness
- Rigorous student-centered instruction

Stakeholder input supports the need for the following:

- Cultural representation and awareness being taught in the classroom.
- Providing PD for teachers in cultural awareness.
- Preparing students for the expectations and rigor of high school/college.
- More opportunities for mentorship programs which would help build on students real world skills.
- Providing equitable opportunities for all students.

[The STEM Gap: Women and Girls in Science, Technology, Engineering and Math](#)

Mountain View Whisman School District

[Culturally Responsive Teaching](#)

[The Brain Basis for Integrated Social, Emotional, and Academic Development](#)

Goal Area 1: Effective and consistent instructional practices that meet the needs of all students

Objective 1b.- Ensure targeted instructional opportunities that maximize learning for all students

Strategic Initiative:

Fully develop MVWSD's Multi Tiered System of support to improve instruction, differentiate learning and align systems necessary for students' academic, social, and behavioral success.

Research indicates that student success is positively impacted by:

- Implementing high quality, data driven instructional pedagogies
- Designing, implementing, and tracking intentional interventions and enrichment with fidelity
- Timely data analysis to ensure students are making progress
- Providing differentiated instruction to meet each students' needs

A study of stakeholders input aligns with research on initiative indicating the need for:

- Targeted, tiered student support at all levels of academic performance
- Identifying and supporting student achievement gaps early in elementary school
- Providing differentiation to meet student needs

[Sanger MTSS](#) [Framework for Intentional and Targeted Teaching](#),

Goal Area 1: Effective and consistent instructional practices that meet the needs of all students

Objective 1c. Establish systemic approaches for student directed learning

Strategic Initiatives:

Develop and implement innovative, student-directed instructional approaches and guiding principles to create a culture of student directed learning.

Supporting research and stakeholder input:

Research indicates that student success is tied to the following:

- Personalized strategies
- Meaningful tasks that are intrinsically motivating, use inquiry as a key learning strategy, and provide ample opportunities for collaboration and feedback to foster growth in knowledge and skills at a student's own pace
- Students become active generators of knowledge
- Students should be able to apply their learning to new contexts, to think critically and solve problems, and to communicate their knowledge effectively to others so that it can inform collaborative work
- Children develop cognitively by interacting with adults and peers
- Interactions allow children to hypothesize, experiment with new ideas and receive feedback

Stakeholder input:

- Project-based learning was mentioned 12 times Stakeholder survey responses

Goal Area 2: Student social-emotional health

Team Members

Name	Title	Department/School
Karin Jinbo	Health and Wellness Coordinator	Educational Services/D.O.
Megan Henderson	Equity Coach	Office of the Superintendent
Michelle Williams	Principal	Theuerkauf Elementary
Lauren Petrea	Principal	Graham Middle School
Claudia Olaciregui	Principal	Gabriela Mistral Elementary

Goal Area 2: Student social-emotional health

Objective 2a:

Equitably and effectively support healthy and responsible student behavior

Strategic Initiative 1A:

Develop and implement a “whole school, whole community, whole child” model.

Objective 2b:

Ensure an integrated, consistent approach to social-emotional learning.

Strategic Initiatives:

Initiative 2A:

Implement a competency-based SEL model

Initiative 2B:

Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS

Goal Area 2: Student social-emotional health

Objective 2a: Equitably and effectively support healthy and responsible student behavior

Strategic Initiative 1A: Develop and implement a “whole school, whole community, whole child” model.

Research indicates that student success is positively impacted by:

- Educators who **intentionally** address the negative effects of **implicit bias** and use restorative approaches to promote positive student behavior may **reduce disproportionality** in punitive behavioral methods for **Students of Color and Students with Disabilities** (Annamma & Morrison, 2018)
- **Teaching practices** that model strong, stable, and nurturing relationships; which foster **connectedness**, is essential for all students and imperative for students who have experienced **trauma**.
- The specific strategies and methods are important, but the most important factors have to do with a **holistic approach**. The program adopted must be implemented across the board, **district-wide**, while still giving flexibility of implementation to meet the needs of each site.

Review of stakeholders input aligns with research on this initiative indicating the need for:

- Reducing discipline disparities
- Universal districtwide student discipline practices.

Goal Area 2: Student social-emotional health

Objective 2b:

Ensure an integrated, consistent approach to social-emotional learning.

Strategic Initiatives:

Initiative 2A: Implement a competency-based SEL model

Research indicates that student success is positively impacted by:

- SEL programs, which may reduce the likelihood that students develop conduct problems, emotional distress, and drug use may also lead to positive social, emotional, behavioral and academic outcomes when executed faithfully
- Universal school-based social-emotional development programs that are sequenced, active, focused, and explicit (SAFE) and implemented with fidelity increase student achievement.

Review of stakeholders input aligns with research on this initiative indicating the need for:

- Adopt SEL curriculum
- Building students' social emotional, executive functioning, & resiliency skills

Goal Area 2: Student social-emotional health

Objective 2b:

Ensure an integrated, consistent approach to social-emotional learning.

Strategic Initiatives:

Initiative 2B: Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS

Research indicates that student success is positively impacted by:

- Spending time building and continuously cultivating a strong, caring, inclusive, and reciprocal classroom culture is key, and this is the source of academic and behavioral success in any classroom.
- Mental health early intervention, or Tier 2 services, support students who have been identified through a systematic, equitable process as experiencing mild distress, mildly impaired functioning or as at-risk for a given problem or concern.
- Schools are a natural, accessible environment where youth spend most of their day, five days a week. As such, the education sector is the primary system of care for children and adolescents.

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Goal Area 2: Student social-emotional health

Objective 2b:

Ensure an integrated, consistent approach to social-emotional learning.

Strategic Initiatives:

Initiative 2B: Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS

Research indicates that student success is positively impacted by:(continued)

- Nationwide, 70%-80% of children who receive mental health services do so in schools and 20% of students receive some form of school mental health services annually.
- Mental health treatment in schools is effective in reducing mental health symptoms, with especially strong effects when treatment is integrated into students' academic setting.

Review of stakeholders input aligns with research on this initiative indicating the need for:

- Counselors in elementary school (Dedicated vs contracted services)
- Community facilitators at every school site and psychologists/counselors
- SEL support for everyone

Goal Area 3: Inclusive and welcoming culture

Objective 3a. Expand and enhance opportunities for stakeholder voice.

Strategic Initiatives:

1. Identify and assess meaningful, ongoing and sustainable community engagement practices and patterns
 - including stakeholders not typically active in the engagement process,
 - beginning with a vision for what meaningful engagement with diverse stakeholders and strategies looks like.
2. Establish and conduct identity-based affinity groups that give stakeholders opportunities to connect, share, and offer suggestions to improve MVWSD.

Supporting research and stakeholder input:

This work is identified in [Building for Equity, Center for Collaborative Education](#) and [Teaching for Tolerance-Making Space](#).

Goal Area 3: Inclusive and welcoming culture

Objective 3b. Expand and enhance culturally relevant approaches to student, parent, and community engagement.

Strategic Initiatives:

1. Engage in actions based on a Community Equity Framework that will help us build habits of practice to increase inclusivity.
 - Our MVWSD Equity Framework will serve as our guiding document and frame of reference to educate and empower all staff and families in order to ensure that our community engagements are more culturally-proficient.

Supporting research and stakeholder input:

Research:

- [Yale Poorvu Center for Teaching and Learning, Stages of Systemic Change - ACSD](#)
- **Examples/Considerations:** [The BELE Framework](#), [NEP's Leading for Equity Framework](#), [Education Development Center](#), [Social and Emotional Road Map](#)

Goal Area 3: Inclusive and welcoming culture

Objective 3c. Expand stakeholders' access to the systems and strategies used to support student learning.

Strategic Initiatives:

1. Streamline and differentiate communication streams so parents get information that more closely matches their
 - family attributes (i.e. home language, child's school, grade level, special programs and interests, etc) and
 - communication preferences (i.e. in-person, text message, email, Konstella, Whatsapp, other) and tone (cultural sensitivity and relevancy)
2. School communities create a regular (yearly, semesterly) community action project(s) that
 - address real needs
 - are culturally relevant
 - involve all families.
3. Work directly and collaboratively with parents to build our mutual capacity to support student learning.
 - Define a clear two-way school-family collaboration approach that guides the work
 - Establish staff-parent working groups to collaborate on all Parent Engagement improvement efforts.

Supporting research and stakeholder input:

[CDE Framework for Parent Engagement 1.02](#)), [tolerance.org](https://www.tolerance.org), "community organizer" model [ASCD](#)

Goal Area 4: Effective and Engaged Employees

Team Members

Name	Title	Department
Tara Vikjord	Interim Chief Human Relations Officer	District Office
Cyndee Nguyen	Principal	Bubb Elementary
Ryan Santiago	Principal	Stevenson Elementary
Terri Kemper	Director	Preschool Programs
Vern Taylor	Principal	Vargas Elementary

Goal Area 4: Effective and Engaged Employees

Objective 4a: Attract and retain diverse, quality employees

Strategic Initiative 1: Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.

- We will include systems for
 - A recruitment team that develops marketing tools and systems to attract high quality and diversity in candidates by job group / category
 - A hiring team that implements best practices in screening, interviewing, and hiring candidates
 - An onboarding team that develops and implements a process of onboarding new hires by job group / category

Strategic Initiative 2: Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support.

- Components of the policies and practices will include
 - Onboarding process
 - New Teacher Support (Both new to profession and teachers new to the district)
 - Professional development and instructional coaching
 - Competitive compensation and benefits
 - Positive culture and climate with a focus on support systems for diverse populations
 - Health and wellness

Supporting research and stakeholder input: [MVWSD Strategic Initiative Background Research - Effective and Engaged Employees](#)

Goal Area 4: Effective and Engaged Employees

Objective 4b: Adopt an approach to differentiated professional development for all employees that aligns with student success

Strategic Initiative 1: Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.

The program is to include

- A needs assessment to determine areas of focus for student success
- Focused goal areas for professional development with differentiated rollout
- Algorithm followed for successful PD experiences
- Process for recurring collaboration and implementation
- Instructional coaching aligned to identified areas of need
- System for implementation accountability
- Communication and clarity about the professional development opportunities for all staff

Supporting research and stakeholder input: [MVWSD Strategic Initiative](#)

[Background Research – Effective and Engaged Employees](#)

Goal Area 4: Effective and Engaged Employees

Objective 4c: Build leadership skills to support future district needs

Strategic Initiative 1: Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.

- This system addresses the following questions:
 - What does leadership look like at all levels of the organization?
 - What are the paths to leadership?
 - What are the skills needed and training provided to support growth?

Supporting research and stakeholder input: [MVWSD Strategic Initiative Background Research - Effective and Engaged Employees](#)

Goal Area 5: Equitable distribution of resources that support student success

Team Members

Name	Title	Department/School
Rebecca Westover	CBO	Business
Arline Siam	Principal	Huff
Brian Perron	Director	Maintenance, Operations, and Transportation
Debbie Austin	Director	Child Nutrition
Jon Aker	Director	Technology
Mariko Kobata	Assistant Principal	Crittenden
Nadia Pongo	Director	Business

Goal Area 5: Equitable distribution of resources that support student success

Objective 5a. Ensure facilities and resources equitably serve all students

Strategic Initiatives:

1A District-wide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. Standards are reviewed annually.

1B: Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.

1C: Implement feasible District run after school program for academics and social support for all students.

Goal Area 5: Equitable distribution of resources that support student success

Supporting research and stakeholder input:

- In a June study of 236 New York City middle schools, Cornell University professor Lorraine Maxwell found that building conditions strongly influence a school's social climate
- Students in problem-plagued schools were less likely to go to school, and their high absenteeism resulted in lower test scores.
- Youth who participate in after-school programs that promote personal and social skills have positive outcomes in feelings and attitudes, indicators of behavioral adjustment, and school performance in comparison to their peers that do not participate in quality after-school programs (Durlak & Weissberg, 2007).

Goal Area 5: Equitable distribution of resources that support student success

Objective 5b. Strengthen infrastructure for flexible learning environments

Strategic Initiatives:

2A: Implement feasible opportunities to offer flexible learning from home, from different schools, at different times and other environments.

2B: Ensure that students have access to the internet inside and outside of school with support for families.

2C: Investigate and implement practical flexible physical learning environments inside and outside the classrooms that meets the needs of diverse student learners.

Goal Area 5: Equitable distribution of resources that support student success

Supporting research and stakeholder input:

- Distance learning during the pandemic has shown some students perform better in a remote learning environment
- Providing flexible learning options available outside of school hours ensures all students have the support they need to complete their assignments
- 2009 FCC study found 70% of teachers assign homework requiring broadband access
- 2019-20 MVWSD BrightBytes data showed 4% of District students lacked Internet access at home
- When isolated from other measured factors, classroom flexibility is about as important as air quality, light, or temperature in boosting academic outcomes.

Next Steps

Develop Strategic Initiative Action Plans for Phase 1, to include:

- Current state and desired future state
- Ongoing stakeholder engagement plan (may include a standing advisory committee, or periodic convenings as needed)
- Action steps, responsibilities and timelines for up to three years
- Implementation performance indicators to monitor progress
- Budget for up to three years
- Staffing requirements (existing and new)
- Assumptions
- Interdependencies
- Risks

Design priority student outcome performance metrics and targets

Develop monitoring and reporting process

Support strategic plan communication