

Board Retreat

September 2, 2021



A large, light green trapezoidal graphic with a 3D effect, featuring a darker green top and bottom edge and a white side edge on the left. The text is centered within the trapezoid.

When we were last together

Board Goal Setting Retreat

April 24, 2021





Eight Characteristics of Effective School Boards

Chuck Dervarics and Eileen O'Brien

AN **nsba** PUBLICATION

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EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.



Priorities

1.

2.

3.



Alignment

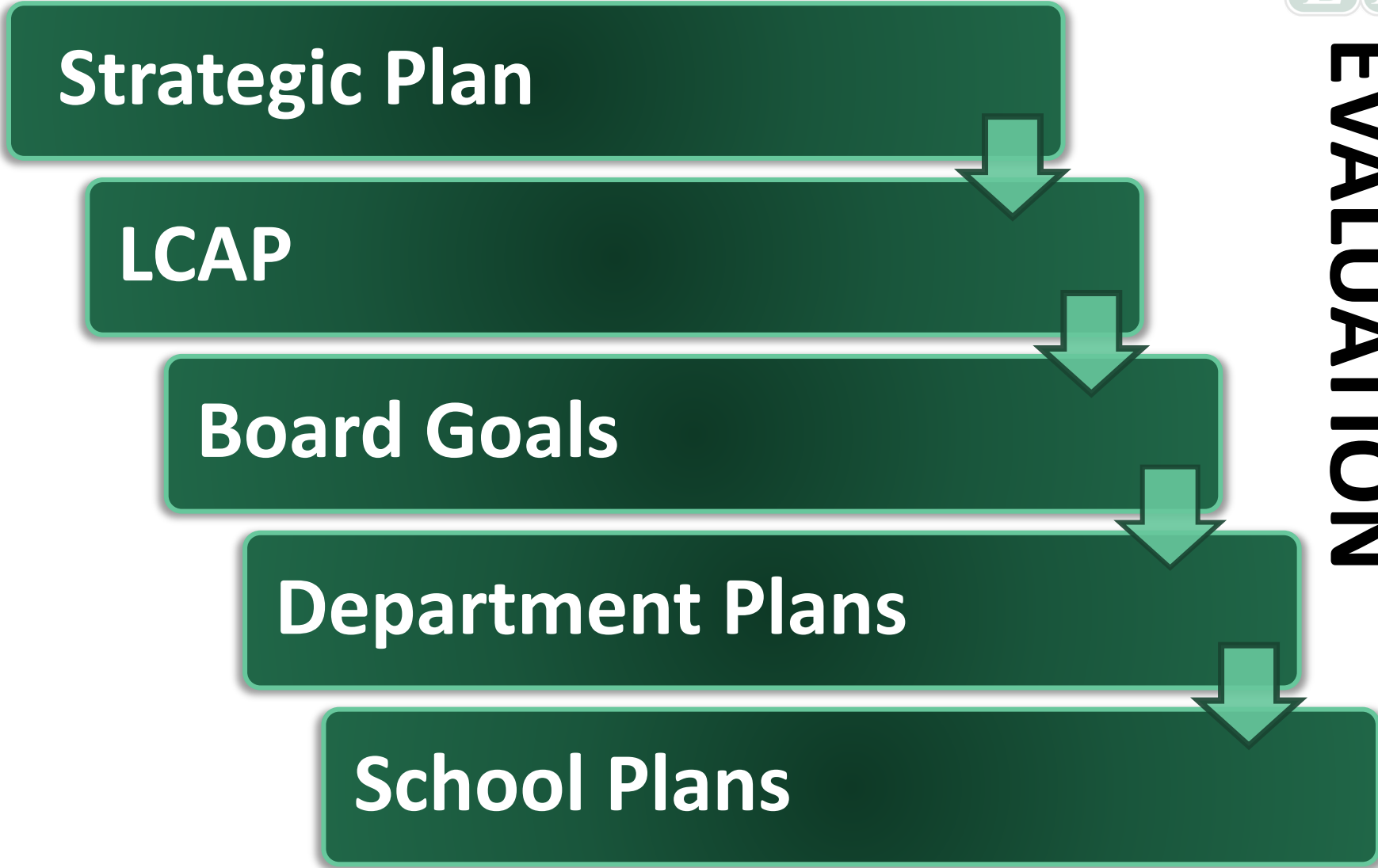
A large green diamond shape with a bright green border, pointing to the right. It contains the text 'How do you make sure that your priorities are aligned?' in white.

How do you make sure that your priorities are aligned?

Alignment



EVALUATION



Strategic Plan

LCAP

Board Goals

Department Plans

School Plans





Mountain View
Whisman
School District

Strategic Plan Update

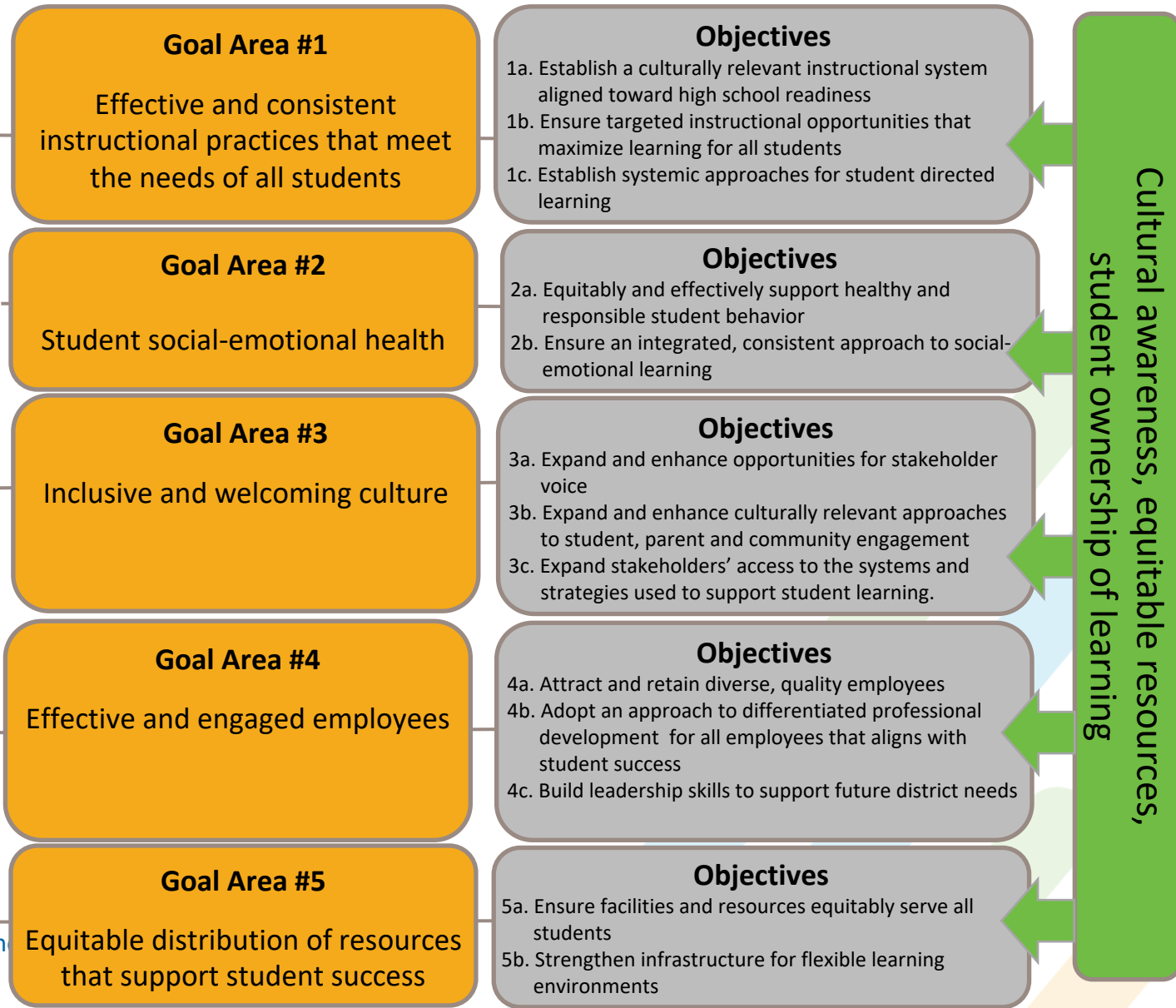
March 4, 2021



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

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



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

Today



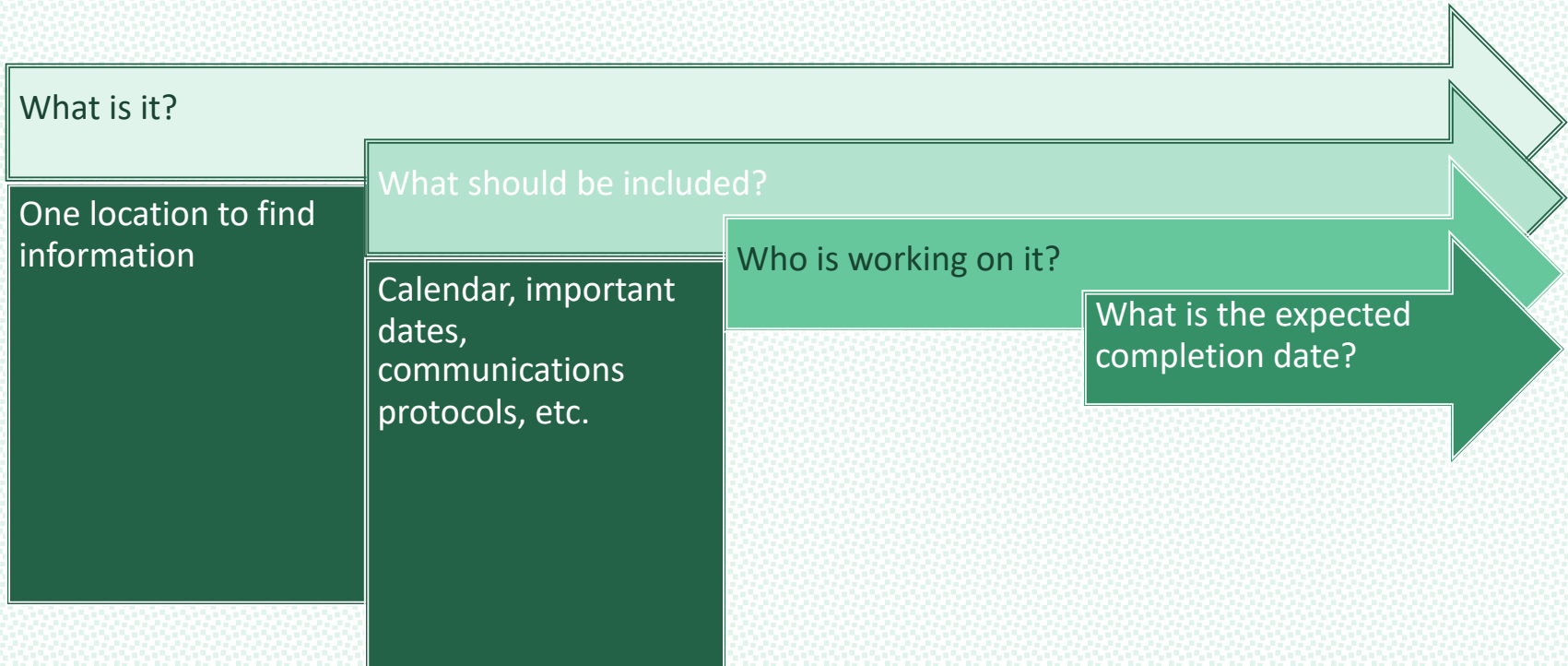
What do you hope to accomplish today?

What will evidence of success at the end of the session look like?

For Today

- ✓ Information Guide
- ✓ Governance Calendar
- ✓ Governance Team Handbook
- ✓ Board Self-Evaluation
- ✓ Board Goals and metrics for 2021-2022 (review goals developed at spring retreat)

Information Guide



Governance Calendar

What is it?

Long range
informa-tion
and
planning
tool

What should be
included?

A “rolling”
multiyear
calendar of
govern-ance
team events
and board
meeting
topics

Who is working
on it?

The Board
Chair and
Superin-
tendent

What is the
expected
completion
date?

Governance Calendar



Potential Topics

- Literacy
- Math
- Science
- Social Studies
- Fine Arts
- Physical Education
- Special Education
- Extracurricular Activities
- Social Emotional Learning
- LCAP Process
- Budget Adoption and Review

- Board Elections
- Budget Adoption and Review
- Facilities
- Food Service
- Transportation
- Williams Uniform Complaints
- Declaration of Need Qualified Educators
- Annual Enrollment Policies Review
- SARCS Approval
- Layoff, Release and Non-Elect
- Recognition Events

Other Topics



Governance Team Handbook

What is it?

- One location for Board Members or prospective Board Members to find information

What should be included?

- Agreed upon processes and procedures

Who is working on it?

What is the expected completion date?



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Mountain View Whisman School District GOVERNANCE TEAM HANDBOOK

GOVERNANCE NORMS

The Mountain View Whisman School District is governed by a Board, not by individual Trustees. While understanding our separate roles, the Board and Superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

We will . . .

- Keep the District focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within Board-adopted policies and procedures.
- Take collective responsibility for the Board's performance.
- Periodically evaluate our own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform Board deliberations.

Board Self Governance

(Totally Disagree

Less

More

Highly Agree)

1

2

3

4

5

6

7

8

9

10

Comments:



Board Self Governance

1. During meetings, board members really listen to each other.
2. All members support final board actions even when individual views differ from the majority decision.
3. This Board handles and retains confidential information in a professional manner.
4. Board members come to meetings thoroughly familiar with the agenda, backup reports, and other materials contained in board packets in order to intelligently discuss the agenda items and make sound decisions.



Board Self Governance

5. The Superintendent is given direction by the board as a whole rather than by individual members.
6. The roles and responsibilities of the board and those of the superintendent are clearly understood and followed.
7. The board president ensures that meetings proceed in a business-like manner, while allowing opportunity for full discussion.
8. The board annually adopts goals for the Superintendent to strengthen the educational framework and improve district programs and facilities.



Board Self Governance

9. Board members know the district, schools, programs, students, and critical issues well enough to be able to articulate these components to the general public and/or specific audiences.
10. Board members use the above knowledge to advocate with the public sector, government, and businesses on behalf of the district, schools, and students.
11. Board members advocate the district's agenda rather than individual policy priorities.
12. The board actively seeks community, faculty, and student input before making a major decision.



Board Self Governance

13. Policies are revised and updated to make sure they are current with the law.
14. The board has established measurable goals to assess student learning, efforts to promote equity, and school climate.
15. The board is involved in discussions focusing on student learning, efforts to promote equity, and school climate.

Board Self Governance

- A What do you think are the three (3) biggest problems the board must deal within the next two years?
- B Are there any other functions, roles, or behaviors that you think the board needs to improve on? What would be your suggestions for improvement? (Attach additional pages if necessary.)



Board Goals and metrics for 2021-2022



Review goals developed at
the spring retreat



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MVWSD Board Goals 2021-2022

1. Learning Recovery Plan

Create and implement a learning recovery plan that ensures every child makes at least one year's growth in one year's time. Leverage resources to close the gap for students not on grade level and/or under-represented in opportunities.

2. Community Equity Framework

Create a draft equity framework, implement it and make modifications as needed so that by the end of the year there is a final plan including metrics and targets over the length of the strategic plan.

3. Align MTSS and RTI

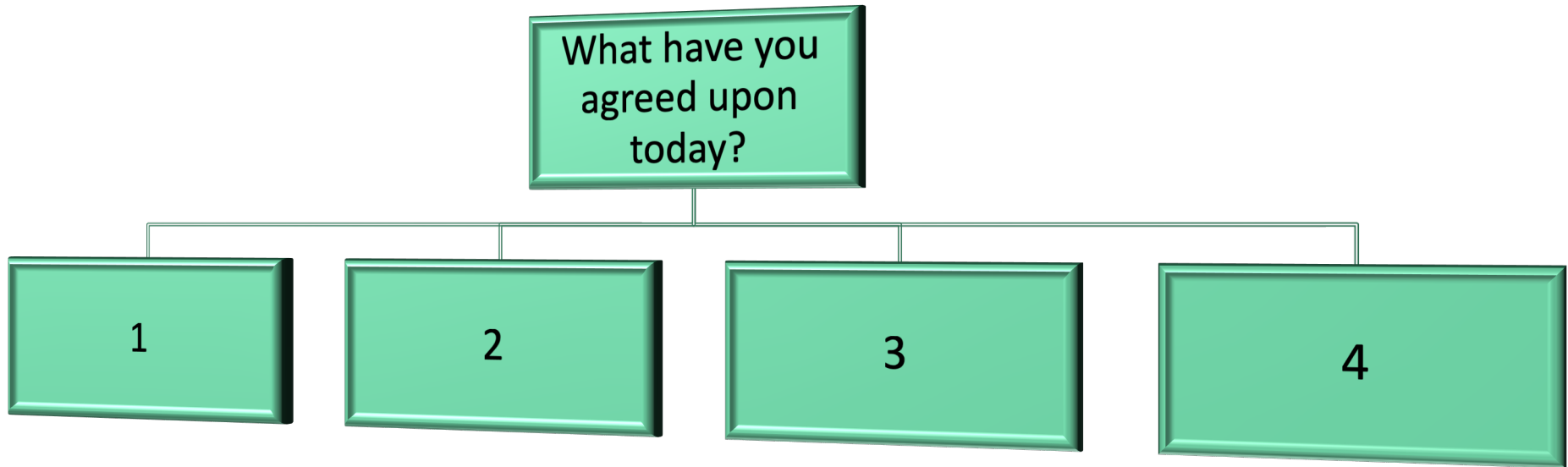
Align the MTSS and RTI systems into a single framework to provide coordinated differentiated supports for students.

4. SEL

Identify and adopt a comprehensive SEL curriculum in support of the learning recovery plan and aligned with the coordinated MTSS and RTI framework.



Commitment Clarification



Thank You!



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