San Mateo-Foster City USD

Strategic Planning Session 4

Thursday, November 4, 2021

LIVE · LEAD · LEARN

- Welcome & Overview
- Meeting Guidelines & Norms
- Review of Foundational Building Blocks For Success
- Our Greatest Strengths & Areas of Need: The 4 Ps
- Next Steps

Meeting Norms & Guidelines

We will keep our focus on the best interest of our students.*********

We will stay focused on our goals and avoid getting sidetracked.*

We will communicate openly and honestly with each other.*****

We will respect differences./We will show respect – never dismiss or devalue others.***

Everyone's opinions count./We will be open to ideas of others.

We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.

Each team member will take responsibility for the work of the team./We will each be responsible for the success of the meeting – participate equally– address concerns.

We will work toward the future – learning from the past.

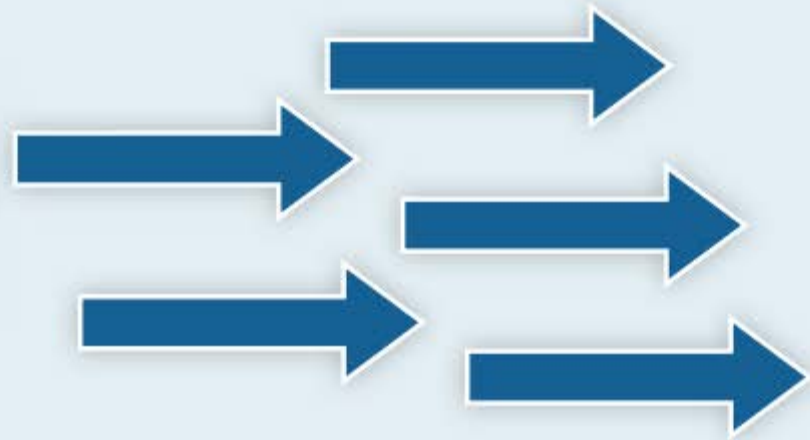Six Words or Less Message To Your Students!

WHY PLAN & ALIGN?

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"BECAUSE, IF EVERYTHING IS A PRIORITY, NOTHING IS"

Misalignment → Alignment

SUCCESSFUL TEAM

⑤ Data Based Decision Making

★ Find ways to collect data across the board for various reasons. Look for assessments that match instruction.
★ We need qualitative data not just quantitative data

Organizational Level:
Use data that is beneficial to inform instruction and student success. Be anchored as a district about what we want students to learn
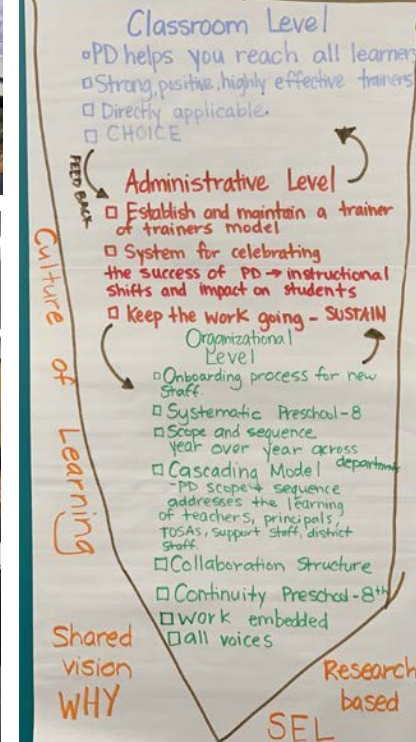
Administrative Level: Look at trends to see what is needed at all sites. Help teachers focus on what is necessary in teaching their students. Look at grade levels before and after / cross grade level collaboration.

Classroom Level: Teachers need a cycle of continuous support to learn how to get beneficial data. This data must support instruction! Assess students on what was taught. Use curriculum that works for all students and is compatible across sites.
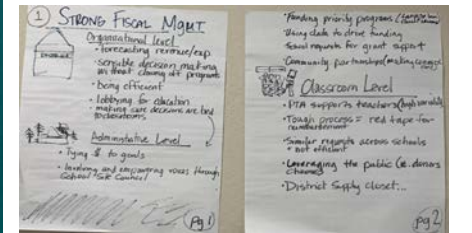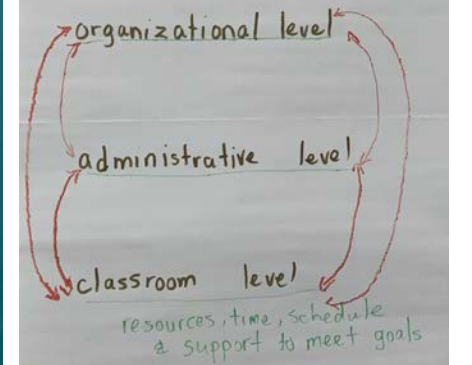
③ Professional Development

Classroom Level
▫ PD helps you reach all learners
▫ Strong, positive, highly effective trainers
▫ Directly applicable.
▫ CHOICE

Administrative Level
▫ Establish and maintain a trainer of trainers model
▫ System for celebrating the success of PD → instructional shifts and impact on students
▫ Keep the work going - SUSTAIN

Organizational Level
▫ Onboarding process for new staff.
▫ Systematic Preschool - 8
▫ Scope and sequence year over year across departments
▫ Cascading Model - PD scope + sequence addresses the learning of teachers, principals, TOSAs, support staff, district staff.
▫ Collaboration Structure
▫ Continuity Preschool - 8th
▫ work embedded
▫ all voices

FEEDBACK
Culture of Learning
Shared vision WHY
Research based
SEL

② Distributed Leadership
• Common District Goal
• flexibility w/ implementation (at every level
• follow-through and consistent communication + input
• responsibilities defined

organizational level
administrative level
classroom level
resources, time, schedule & support to meet goals

① STRONG FISCAL MGMT
Organizational Level
- forecasting revenue/exp
- sensible decision making on what closing off programs
- being efficient
- lobbying for education making sure decisions are line backwards
Administrative Level
- Tying $ to goals
- leadership and empowering voices through School Site Council

- Funding priority programs
- Using data to drive funding
- School requests for grant support
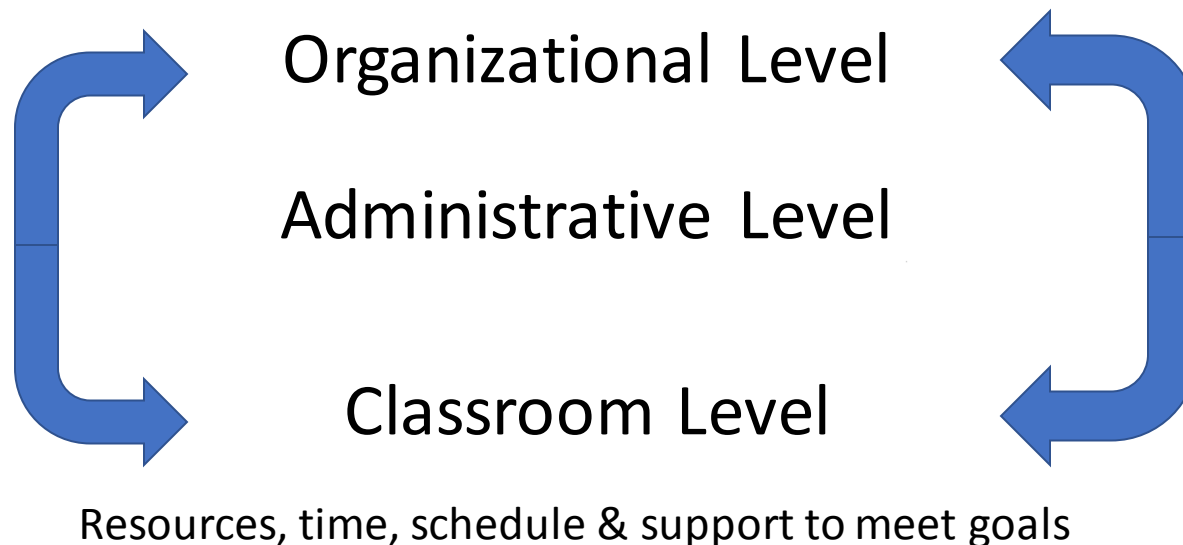- Community partnerships making connections
Classroom Level
- PTA supports teachers
- Tough process + red tape - not efficient
- Similar resources across schools
- Leveraging the public $ donors channels
- District Supply closet

Building Blocks Framework
for Professional Practices

Support

Strong Fiscal ~~Management~~

Shared/Distributed Leadership

Professional Development

Family & Community Engagement

Data-~~Based~~ Decision Making

Informed

Organizational Level:

➢ Forecasting Revenue/exp.

➢ Sensible decision making without closing off programs

➢ Being efficient

➢ Lobbying for education

➢ Making sure decisions are tied to classroom

Administrative Level:

➢ Tying $ to goals

➢ Involving and empowering voices through School Site Council

➢ Funding priority programs

➢ Using data to drive funding

➢ School requests for grant support

➢ Community partnerships (making connections)

Classroom Level:

➢ PTA support

➢ Tough process = red tape reimbursement

➢ Similar requests across schools + not efficient

➢ Leveraging the public (i.e., Donors choose)

➢ District supply closet

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Strong Fiscal ~~Management~~

Support

Shared Leadership Model

2

➤ Common District Goals

➤ Flexibility w/implementation at every level

➤ Follow-through and consistency
  - Communication & input

➤ Responsibilities defined

Distributed Leadership

Organizational Level

Administrative Level

Classroom Level

Resources, time, schedule & support to meet goals

Classroom Level:

➢ PD helps you reach all learners

➢ Strong, positive, highly effective trainers

➢ Directly applicable

➢ Choice

Administrative Level:

➢ Establish and maintain a trainer of trainers model

➢ System for celebrating the successful PD – instructional shifts and impact on students

➢ Keep the work going -SUSTAIN

Organizational Level:

➢ Onboarding process for new staff

➢ Systematic preschool-8

➢ Scope & sequence year after year across departments

➢ Cascading model - PD scope & sequence addresses the learning of teachers, principals, TOSAs, support staff & district staff

➢ Collaboration Structure

➢ Continuity Preschool-8th

➢ Work embedded

➢ All voices

Investing In People

Culture of Learning

Shared Vision
WHY

SEL

Research Based

3

Professional Development
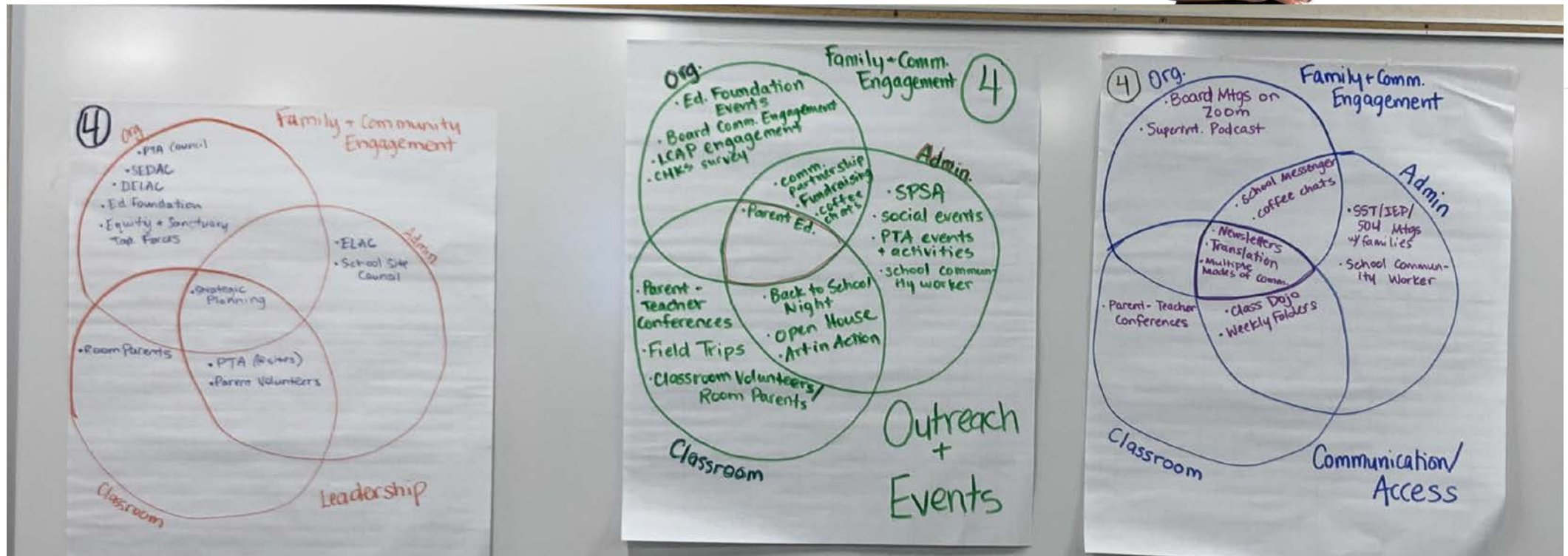
It Takes A Village

Organizational Level - Administrative Level - Classroom Level

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Family & Community Engagement

❖ Find ways to collect data across the board for various reasons. Look for assessments that match instruction.

❖ We need qualitative data not just quantitative data.

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Informed

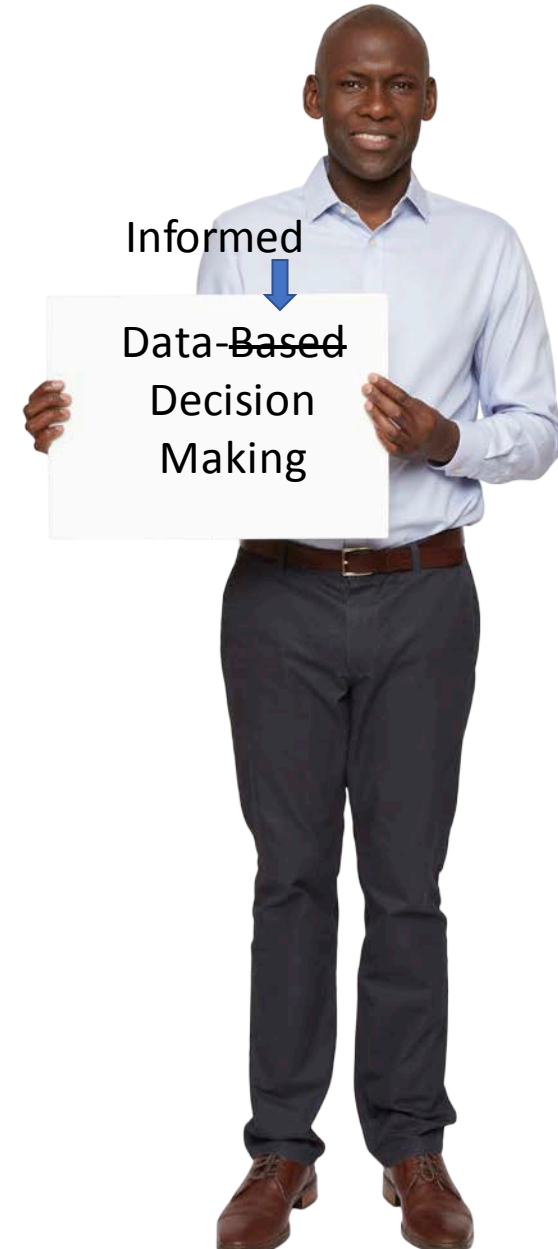Data-~~Based~~ Decision Making

Organizational Level:

➢ Use data that is beneficial to inform instruction and student student success

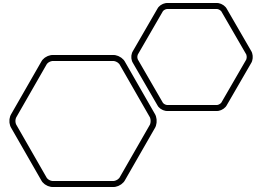➢ Be anchored as a district about what we want students to learn

Administrative Level:

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➢ Help teachers focus on what is necessary in teaching their students

➢ Look at grade level before and after / cross grade level collaboration

Classroom Level:

➢ Teachers need a cycle of continuous support to learn how to get beneficial data

➢ This data must support instruction

➢ Assess students on what was taught

➢ Use curriculum that works for all students and is compatible across sites

Traditional SWOT Analysis

This framework involves identifying your organization's strengths and weaknesses and its external opportunities and threats, and then synthesizing all four factors into a strategic plan.

Internal strengths

Internal weaknesses

External threats

External opportunities

HBR

HBR By: Adam Brandenburger, Aug. 2019

New SWOT Analysis

This framework recognizes that threats and opportunities can be both external and internal, and that they can be shaped by your strengths and weaknesses and the strengths and weaknesses of others.

Your strengths → Threats

Your weaknesses → Opportunities

Others' weaknesses → Threats

Others' strengths → Opportunities
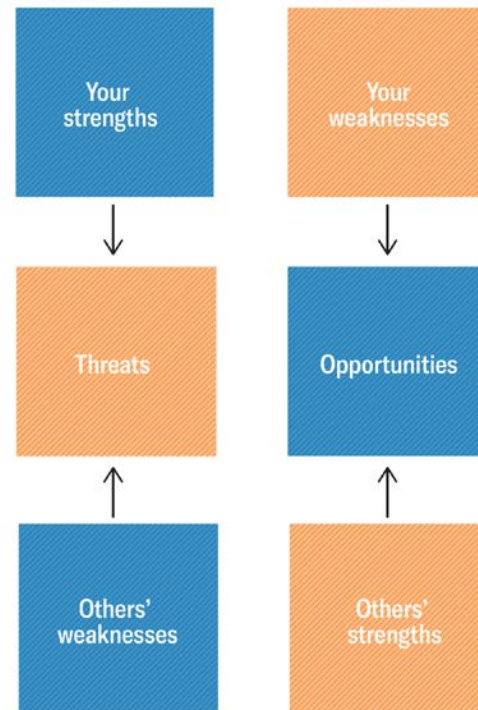
Source: Adam Brandenburger

HBR
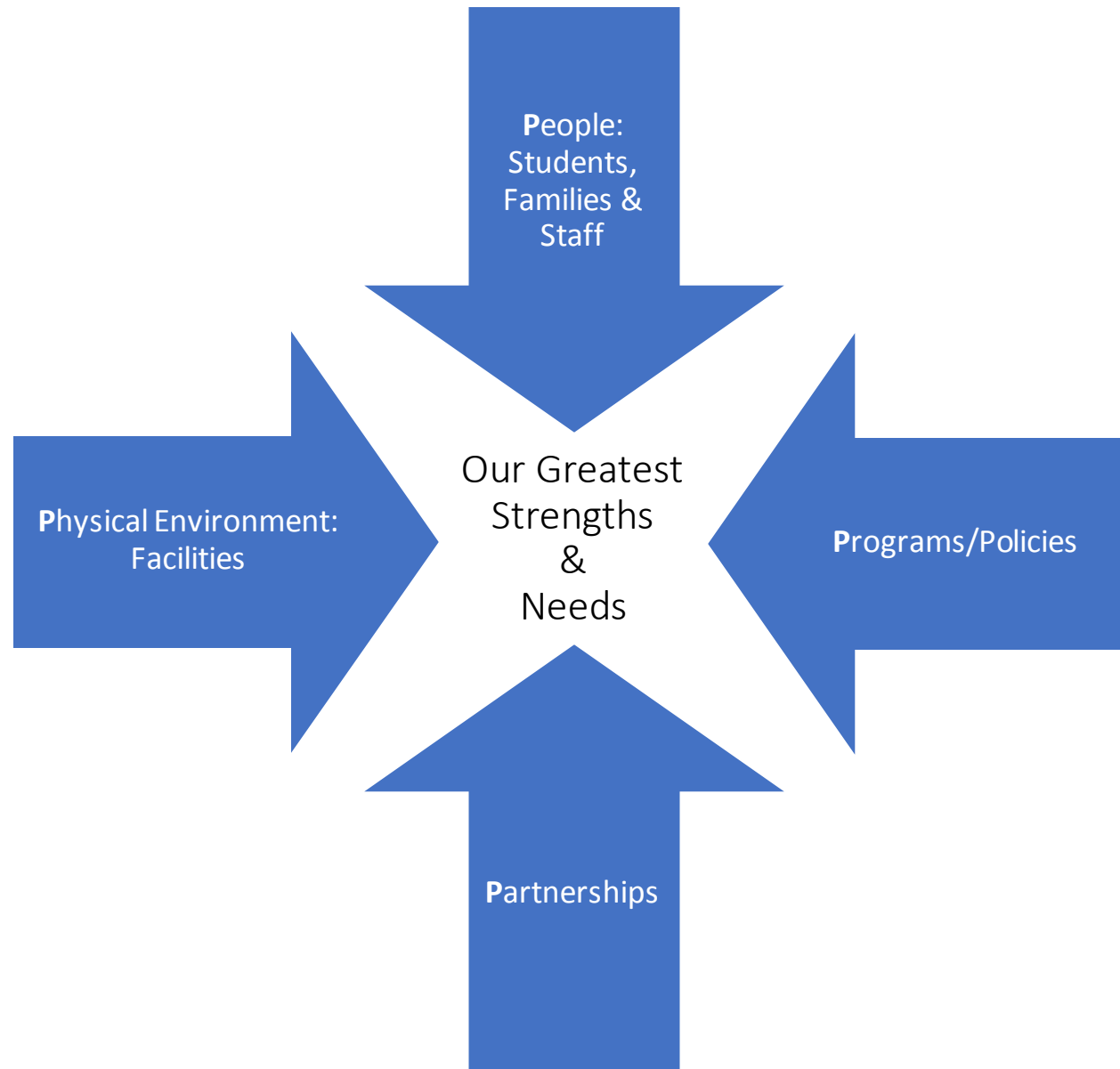
Subgroup Perspective Activity

Gather with colleagues from your department and begin to discuss your district's greatest strengths and needs. Based on your conversations, chart the main points your group identified for each of the 4 **P**s:

I. Strengths

    People (Students, Families & Staff)

    Programs

    Partnerships

    Physical Environment

II. Needs

    People (Students, Families & Staff)

    Programs

    Partnerships

    Physical Environment

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