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# Strategic Plan Notes

## January 25, 2014

### Examples of Strategic Goals

Table 6: We Are United Airlines

- Create safe operating procedures
- Maintain per passenger revenue using creative pricing in competitive environment
- Invest in alternative fuel and hedge fuel purchase for stable fuel costs
- Create marketing plan to become a desired brand

Table 5: We are Ford Motor Company

- Create a fleet of cars that are fuel efficient, economic, and innovative
- Stay aware of competition
- Look at labor force trends and costs: hiring, training, compensation (wages and benefits, e.g. Affordable Care Act) and manufacturing work environment
- Local and global environmental issues and challenges
- Continually maintain a reputation that encourages consumer confidence and user experience

Table 4: We are Bank of America

- Adapt to any new regulations (global and national)
- Identify global economic trends
- Develop a set of revenue streams to withstand global economic change
- Balance profitability with long-term stability

Table 3: We are Blue Cross/Blue Shield

- Implement affordable and quality care under the Affordable Care Act
- Serve the aging population
- Attract and retain a qualified workforce

Table 1: We are the CIA

- National Security
- Technology
- Information gathering
- Organizational effectiveness

Table 2: We are Shell Oil

- New sources of energy
- Response to environmental concerns
- Relationship with global partners and competitor

## **Characteristics of an Effective Strategic Plan**

Table 1:

- Responsive to identify needs
- Engaging
- Inspiring
- Easy to understand

Table 2:

- Easy to understand
- Achievable
- Short and concise, similar to Yorba Linda, 5 focus goals with supporting strategic actions (but not layout)
- Communicates values, mission and vision, and demonstrates forward-thinking and innovation
- Addresses areas of greatest need and state requirements with research-based strategies

Table 3:

- Alignment with vision, mission, purpose and values. Short in length.
- Values to be generated by the staff to gain buy-in
- Short and succinct plan that can be effectively communicated and recalled
- 2-4 overall strategic goals
- SMART goals, benchmarks of success
- 3 years maximum: link strategic goals to staff goals to ensure it is being operationalized
- Update plan annually to adjust for changing community demographics, educational standards and workforce landscape each year to ensure relevancy

Table 4:

- A mission and vision that is consistent with desired outcomes for our students
- Definition and refinement of core values
- The format has to be clear and easy to follow so anyone looking at it can know what we are thinking
- Focus on concrete ideas
- Clearly defined goals, strategies for reaching them and provision for measurement

Table 5:

- Clearly articulated district profile with key components outlined in an easy to read format
- Strategic goals that are doable, measurable, and visionary
- Plan offers inspired blueprint that focuses on student achievement, changing demographics, recruiting and retaining highly qualified staff, ensuring student safety, and fiscal accountability
- Aligned with Common Core State Standards and Local Control and Accountability Plan (LCAP)

Table 6:

- Is it measurable?
- Mixture of short term and long term goals
- Layers of detail that will mean something to parents, teachers and administrators
- Alignment with NUSD vision and mission
- Does it challenge? Make sure there are stretch goals

## **Strategic Analysis - Environment Scan (Internal) - Major Issues**

Table 1:

- Student Success - College, Career, & Life Readiness (closing the achievement gap, incorporating technology in student learning, flexibility, 4 Cs - Collaboration, Communication, Critical Problem Solving and Creative Thinking, etc.)
- Effective Instruction and Leadership (recruiting, supporting, and maintaining the best and the brightest staff)
- Optimizing District Resources (Local Control Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), sustainable budget; integrate and align operational business, technology, and academic systems to support students, teachers and schools, etc.).
- Strengthen school, family & community engagement (communication, cultural competencies, etc.)
- Develop and maintain Infrastructure of facilities and technology

Table 2:

- Fiscal long term planning for solvency for programs and facilities
- Identifying and working in collaboration with community partners to find sustainable revenue
- All students have equal opportunity to achieve academic success to achieve their goals - be it college, trade school, military, etc. (EL -English Learners, students with disabilities, socioeconomically disadvantaged, gifted)
- Providing safe school climate and services for all students to support health and safety for the student and family
- Staff capacity - does the staff have the right skills to get the job done and do we have enough people? Effective recruitment. Staff development, having/developing the talent in-house to minimize outside support, economic efficiency
- Technology and cultural competency

Table 3:

1. To improve the achievement of all students so that they reach their highest potential
  - Implement 21st Century skills (4 C's) and Common Core State Standards
  - Leverage technology as a tool to deliver and enrich education
  - Increase API (Academic Performance Index)
  - Career and college ready
  - Social emotional and life skills
  - Wellness, physical fitness
2. Foster a professional learning community as a vehicle to refine instruction
  - Administer strong human resources practices including hire and retain good teachers
  - Create a professional learning community: professional development, train-the-trainer
3. We will establish and maintain productive partnerships that support student learning and community engagement:
  - Increase cultural competence

- Align academic enrichment and after school partnerships
  - Increase parent engagement
4. Resource alignment and stewardship
- Fiscal responsibility
  - Facilities, the physical environment that supports student learning; safety
  - Technology
  - Human resources
    - Revise the minimum requirements for hiring teachers with technology competence; provide training for existing teachers

Table 4:

- Need increased parent engagement and community involvement and increased (parent & community) education and marketing efforts
- Lack of confidence in funding sources and 49<sup>th</sup> in the country in State funding - need to find additional revenue sources
- A need to increase cultural (ethnicity, socio-economic, gender) proficiency across all stakeholder groups
- College & career ready by maintaining rigorous academic expectations and provide appropriately challenging opportunities for ALL students
- Graduate students who are adaptable and have a broader skill set to meet 21<sup>st</sup> Century requirements for higher education and job/career

Table 5:

1. Attract and retain qualified staff: What do we want it to look like?
  - Start with a clearly defined outcome of what we want, e.g. a balance of new and experienced staff, opportunities for professional growth and leadership, staff diversity, and technology competency
2. Addressing needs of district wide demographic changes and student achievement for all, including:
  - Foster, socio-economic, and EL students, and partnerships with the business community for career and college readiness
3. Building stronger relationships with all stakeholders-parents, students, certificated and classified staff
  - Ensuring transparency and easy access to current, accurate information
4. Closing the Achievement Gap
5. Improve current district wide facilities and maintenance needs
  - Provide 21<sup>st</sup> century learning environment for students and staff

Table 6:

- How can we ensure cultural competency in the face of demographic changes?
- How do we identify and nurture students with a lack of parental involvement?
- Attract and retain the most passionate, effective and technically proficient teachers and administrators
- Expand local funding sources
- Create student engagement at secondary level
- How do we involve local businesses and alumni families into partnerships
- Create a culture that promotes from within

## **Strategic Analysis - Environment Scan (External) - Major Issues**

Table 1:

- Keeping up with industry and global standards - whether in technology, information, or training in order to be able to participate effectively in the global economy of the 21st century
- Students will need to be global citizens, able to communicate and collaborate with others, critical and innovative thinkers in order to be able to deal with the challenges of the 21st century world. Resiliency and flexibility will be important traits to develop.
- Resource management and understanding of individual accountability to the global community
- LCAP compliance and effective implementation of common core

Table 2:

- Meeting LCAP requirements
- Keeping up with rapid, ever changing technology and current events
- Challenges of influx of socioeconomic families, how it impacts the classroom
- Learning to “play well” with others, teaching life, consumer skills

Table 3:

- How to encourage students to go to a 4-year college when costs are rising, and it takes longer to graduate.
- Weave interdisciplinary themes into core subjects (global awareness, Finance/Economics, Civic Literacy, Health, Environmental Literacy)
- Build career readiness skills in high school i.e. internships, co-op practicums, more business partnerships, approach business, non-profits, and local junior college communities to build internship infrastructure for students to participate
- Leverage technology to bring expertise in any field to the classroom

Table 4:

- Developing, promoting and providing challenges that will foster resilience, perseverance, adaptability, collaboration, creativity, communication, and critical thinking to meet a rapidly changing world
- Addressing the need for more education for students, parents, and community to understand the options that are available to graduates and how to access them
- Begin working with children at age 4 to help build a common foundation to close the achievement gap
- Build into the budget a wide range of support for children

Table 5:

- Changing demographics
- Changing global, national, and local political trends and their impact on educational policy
- Changing social and lifestyle norms and their impact on students, e.g. binge drinking, childhood obesity, legalization of marijuana, and technology
- Disparity of wealth and its impact on school funding



Table 6:

1. Preparing to compete internationally
  - a. brightest kids from all over the world are coming to the US for college
  - b. competing for jobs against people from all over the world
2. Keeping up with technological changes
  - a. rapidly shifting job market
  - b. tech in classroom
  - c. knowledge is acquired from computers
3. LCAP requirements
4. Disappearing middle class
  - a. perceived lack of opportunity
  - b. more SED students, changing demographics

## **Strategic Analysis - Mega Issues - From Internal and External**

Table 1:

- How are we going to prepare all students to be college and career ready in the 21st century? (academic)
- How are we going to prepare students to be effective global citizens, able to compete in the 21st century? (life skills)
- How do we attract, retain and elevate the professional practice to ensure effective, culturally responsive teachers, staff and leaders?
- How do we leverage existing and marshal new resources?
- How do we integrate and align operational, business, technology, and academic systems to support the needs of students, teachers and schools?

Table 2:

- How can NUSD best encourage and support parent involvement and community engagement to support student achievement? (Acknowledging and addressing potential cultural and economic barriers)
- How can NUSD best support opportunities for all students to achieve success and be prepared for college or a career in the ever changing world? (How can NUSD ensure equity for the 39%?), and creating a partnership with Colleges?
- How can NUSD best create and support a school environment, services, and cultural proficiency so that all students have the opportunity to be engaged, be safe, and be healthy?
- How can NUSD prioritize funds to ensure salary, benefits, etc. so they can draw the most qualified staff to Novato and offer continuous staff development, and access to technology?
- How can NUSD ensure the long term fiscal sustainability of the district?

Table 3:

1. HIGHEST STUDENT ACADEMIC POTENTIAL: How can NUSD support all students so that they reach their highest potential?
  - Increase academic achievement
  - Ensure all children have access to the preschool experience to help close the academic achievement gap i.e. preschool on campuses, align with preschool centers in the community, create preschool network in Novato
  - Build 21st Century skills "4c's"
    - Weave interdisciplinary themes into core subjects (global awareness, Finance/Economics, Civic Literacy, Health, Environmental Literacy)
    - Life skills
    - Leverage technology as a tool to deliver and enrich education
  - Ensure college readiness: How to encourage students to go to a 4-year college when costs are rising and it takes longer to graduate.
  - Build career readiness skills in high school i.e. internships, co-op practicums, more business partnerships, approach business, non-profits, and local junior college communities to build internship infrastructure for students to participate
  - Be responsible global citizens
  - Leverage technology to bring expertise in any field to the classroom

2. EFFECTIVE RESOURCE USE: How can NUSD allocate resources and be good stewards of the systems?
  - Ensure fiscal responsibility
  - Facilities: create a physical environment that supports student learning and safety
  - Strengthen technology infrastructure
  - Human resources
    - Foster a professional learning community as a vehicle to refine instruction
    - Administer strong human resources practices including hire and retain good teachers
    - Create a professional learning community: professional development, train-the-trainer
  
3. HEALTH, WELLNESS & RESILIENCY: How can NUSD help increase the health, wellness and resiliency of its students?
  - Align with an information & referral source with public and private partners so that youth and families are pipelined into existing safety net services i.e. food bank, housing, affordable childcare, healthcare
  - Increase social emotional skills to increase resiliency and academic success
  - Work with community groups to help change social and lifestyle norms around key issue i.e. binge drinking, childhood obesity, legalization of marijuana
  - Increase cultural competence
  - Partner with academic enrichment and after school centers so that all students have access to extra academic supports
  - Increase parent engagement and engaged community: establish and maintain productive partnerships that support student learning and community engagement

Table 4:

- How can we prepare students to be college/career ready with the characteristics of resilience, perseverance, adaptability, and the 4 C's?
- How can we establish funding sources that will allow us to carry out our strategic plan?
- How can we attract, retain, support and provide ongoing professional development for the best and the brightest teachers, administrators and staff?
- How can we build parent engagement and community involvement?
- How can we help all students reach their full potential regardless of background?

Table 5:

1. How do we prepare our students to be college and career ready for the 21st century?
2. How do we develop a fiscally sustainable spending plan that:
  - a. creates new and innovative revenue streams by using alternate funding sources and community partnerships
  - b. attracts and retains highly qualified teachers

- c. invests in technology that improves teaching and learning
  - d. promotes student achievement
3. How do we invest in early educational opportunities for our students in order to close the achievement gap?
  4. How do we strengthen and increase our partnerships with parents, community, businesses, and alumni?
  5. How do we attract and encourage innovative educators with cultural competencies that create inspired, lifelong learners?

Table 6:

- How can we create an innovative, engaging, safe and rigorous learning environment?
- How can we attract and retain the most passionate, effective and technologically proficient teachers and administrators?
- How can we engage parents, businesses, alumni and community organizations to be partners in our students' success?
- What is the best way to maximize the effectiveness of our funding to improve educational opportunities?
- How we do provide facilities that support the 21st century learning environment in an environmentally sustainable manner?

## **Profile of a High Performing District - Tables 1, 3 & 5**

Table 1:

- Innovative leadership from the Board, Superintendent, and District personnel that presents a coherent, clear, concise, and supportive vision of the district's direction.
- Clear focus based on a strategic framework that has been developed by all stakeholders... Everyone is in agreement and understands the why, what, where, and how.
- Alignment of systems, structures, and processes that promote and support the vision, mission and goals of the district.
- Strategic, systematic, consistent instructional plan for the development and training of staff, teachers, and leaders to support the continuous improvement of their professional practice.
- Clear, on-going two-way communication of vision, mission, and goals internally and externally, which includes accessible district data.
- Values and supports student-centered, innovative curriculum, instruction and social and emotional supports at the school sites
- Accountability system to ensure that the district is responsive to the needs of school sites and their communities, and that schools are meeting the needs of their students and families.

Table 3:

- Aim for excellence and continuous improvement from all staff and stakeholders i.e. students, volunteers, contractors, community partners.
- Hold everyone to be personally and professionally accountable and promote the vision, mission and values in all that we do.
- Cultivate and support student-centered, innovative curriculum, instruction and social and emotional supports at the school sites.
- Work together to establish communication that is accessible, understandable and encourages collaboration and builds trust.
- Be responsive and flexible to the needs of school sites and the community of Novato at large.

Table 5:

- Collaboration between all staff that is driven by the District's mission and vision
- integrated and effective K-12 (Elementary, Middle and High School) articulation that advances student learning
- Invest in structural changes that fosters regular, clear, consistent communication, both vertically and horizontally
- Leverage opportunities for growth by adapting to changing internal and external circumstances
- Establish a clearly defined overarching focus on the Strategic Goals, and their development, and implementation
- Ongoing evaluation and accountability for continuous improvement toward achieving established Strategic Goals

## **Student Profile - Tables 2, 4 & 6**

Table 2:

- Critical thinking and problem solving
- Collaboration across social and cultural groups
- Leadership and responsibility (work ethic)
- Agility and adaptability
- Academic proficiency in core skills e.g., math, English, history, science, art, music. etc. across 21st century themes (global awareness, financial, civic, health, and environmental literacy)
- Skilled for success in a global environment
- Lifelong learner - embraces challenges, being curious
- Accessing and analyzing information
- Effective oral and written communication
- Initiative and self-direction

Table 4:

- Think for themselves and be willing to listen to other's viewpoints especially when they are different
- Know what it means to struggle and persevere and be willing to do it again
- Know how to take care of themselves - have a healthy and balanced life
- Have a sense of personal responsibility both academically and in life
- Have an exceptional academic foundation that promotes a desire for lifelong learning
- View oneself as an active participant and contributor in his community
- Be a global thinker
- Be technologically literate
- Be a successful communicator
  - Verbal
  - Written
    - write effectively
  - Read analytically and critically
  - Be an excellent listener
- Be a problem solver
- Life Skills
  - Flexibility
  - Adaptability
  - Self-awareness
  - Time-management
  - Accountability
  - Collaboration
  - Leadership
  - Critical Thinking
  - Creative thinking
  - Imaginative
  - Innovative

Table 6

- **Knowledge:**
  - Proficient in reading and writing. Express ideas clearly.
  - Develop study skills in preparation for college and career ready
- **Skills:**
  - Critical thinkers and problem solvers, willingness and ability to collaborate, resilience
- **Values / Characteristics:**
  - Committed
  - Confidence to try new things
  - Risk taker
  - Develop a sense of self
  - Be a Leader
  - Global citizen
  - Accountable
  - Responsible citizen
  - Contributing,
  - Productive,
  - Successful member of society
  - Appreciate and respect diversity
  - Empathetic kind,
  - Humility
  - Grateful
  - Sense of humor

## **Panel of Cabinet Members Comments:**

Shalee Cunningham, Superintendent, introduced the NUSD Cabinet members and they were asked what tasks/responsibilities kept them awake at night.

Leslie Benjamin - Public Information Officer

- Supporting role - community aware by website
- Working out plans to communicate what the District is doing and the good work NUSD is doing
- Want to know that the community knows - well informed
- Overseeing the Emergency Disaster Preparedness for District - schools and staff to be prepared
- Prepared for emergency events - and letting everyone know we are prepared

Ruthanne Bexton - Director Elementary Education/Liaison with Marin Community Foundation (MCF) which funds four NUSD elementary schools

- Serving all kids based on individual needs (equity)
- We are a unified school district for pre-k - 12
- CCSS implementation and providing teaching skills for implementation
- Professional development at the forefront
- Sustainability through teacher leaders/coaches and mentoring - build leaders
- All interwoven
- Need to measure/assessment tools across the district - understanding of student achievement

Julia Kempkey - Director of IT & Secondary Education

- Technology - have a great infrastructure
- Tech into the classroom as a learning tool - huge shift
- Professional development for teachers to understand how to use the tools
- Lots of funds spent on student devices, but how to integrate into classroom
- Facilities - modify technology to meet needs of students
- Communicate how parents can help their students
- Fiscally impossible for all students have access to technological tools
- How to educate students so they will be capable of handling jobs not created yet - need to be productive citizens

Liz Smith - Director of Special Education

- Litigation process/complaints - reasons behind it - applying right solution to the right student
- Recruit and retain staff
- Implement IEPs appropriately
- Students grow and learn for successful lives
- Identifying the appropriate students with disabilities not EL

Karen Maloney - Chief Financial Officer

- Passage of Prop. 30 helped NUSD
- LCFF/LCAP - much better off than before
- Huge change in school finance and a tremendous amount of work



- NUSD under funded
- Infrastructure in technology to support CCSS -find a sustainable source of revenue
- Need people to support/maintain the infrastructure
- Maintenance/Operations to replace equipment - over \$300,000,000
- General Bond needs to be passed
- Tremendous work ahead - move to a great district - requires leadership
- District Office was cut the most - need staff
- Capacity building in a school district - organizational structure - right systems

Pam Conklin - Director of Human Resources

- Common theme people - getting the right person in every position
- Right person impacts student success - each staff person embodies that belief
- See the commitment
- Huge changes - CCSS and technology are changing instruction - very exciting
- Excitement translates to results for kids

## **Miscellaneous Questions and Comments:**

Question:

Budget cycles in the state - up years and down years - how do we plan?

Karen Maloney, CFO:

- Looking at long term plans by the Governor and planning for dips in budgets
- LCFF new model of distribution based on demographics - targeted dollars for EL and children of poverty and foster children
- Strategic make up for long term
- Grants and other partnerships with the community and parcel tax

Jim Brown, Consultant:

- District has to have a way to generate more funds - modifications

Question:

- What is the vision to retain and be competitive in the labor force?

Pam Conklin, Human Resources Director:

- Need for professional development - great teachers here
- Lots of changes - prepare to be great teachers/support staff - need professional development

Ruthanne Bexton, Director of Elementary Education:

- Developing teachers as leaders, as teachers coaches, and aspiring to be administrators
- Grow leadership from within - critical - teachers have become extraordinary and need to be developed
- Take it seriously, and the morale becomes fabulous

Jim Brown, Consultant:

- Fiscal related issue - describe the issue - what are the right strategies to deal with it - goal of fiscal
- Goal - hire and retain high quality staff - what are the right strategies - where to invest time and resources

Pam Conklin, Human Resources Director:

- Retain and attract teachers is related to dollars - 89% of district budget
- Last 3 years of improving salary - approx. 6% increase
- Continue to have conversations with all units/employees - relationships have improved
- Participated in a study - compared with other district - just about comparable
- Benefits - huge piece - ACA - lots of changes
- Great teachers and the need to develop employees because some people are not in the right place - provide necessary support - help move them along - hard work

Question:

- Culturally competent in Novato - environmental scan to be culturally

competent?

- Assessment - what are we doing to be a welcoming environment for all students?

Ruthanne Bexton, Director of Elementary Education

- MCF schools - all experienced and trained in cultural competency
- Other schools worked with the Equity Project
- Ongoing work - within elementary schools lots of collaborative work
- Easier to transform and share if there is good collaboration

Question:

- Shift to LCFF (Local Control Funding Formula) is a dream come true – what are some of the challenges to the District?

Karen Maloney, CFO:

- Shift and getting to understand LCFF - education/awareness along with the LCAP
- Budget aligns and supports student achievement and clearly defined by the LCAP
- By LCAP, it is stated clearly and puts an assessment to it
- Focused dollars at all districts - EL, kids of poverty and foster youth
- Need to spend dollars on all kids
- Trust comes through performance - trying to do and try and hit the mark by reporting out
- Involvement

Question:

- Professional development in technology – how do colleges prepare future teachers?

Ruthanne Bexton, Director of Elementary Education:

- There is conversation at local schools - hard to affect the shift in others domains

Julia Kempkey, Director of IT & Secondary Education:

- Masters in Technology for teachers
- Schools are updating for technology
- It is a shift for everyone
- Technology is so new - creating and allowing for teachers to experiment - try new things
- Focus internally - teaching develops as you teach, not learned in school

Question:

- Demographics do not change the quality of education - different nationalities - still have the bar for everyone to reach, correct?

Julia Kempkey, Director of IT & Secondary Education:

- The bar stays high and need to get the student there - need to reach the student

Shalee Cunningham, Superintendent: LCAP handout (insert for binder)

- LCAP - Local Control Funding Formula will spend on local needs - NUSD does not have 55% of under resourced students - not a big recipient
- Accountability piece is called LCAP - Local Control and Accountability Plan - most work is done by Districts under 55%
- Plan broad and community based - Mike McIntyre agreed to co-chair the Committee
- Write LCAP - do not want two plans - only one plan
- Overview of 8 points on the on handout - 8 areas of State priority
- Largest growing cohort of students is our poverty students

Question:

- Why is Novato growing with its student poverty group?

Not sure – Community member

- Economics/jobs
- Families moving in - great schools

Jim Brown, Consultant:

Strategic Plan/LCAP aligned:

- All students have knowledge to go on to college or work in 21st century - need a goal
- Strategies - student engagement
- Parental involvement and engagement and strategies
- Implementation of CCSS could be a strategy
- Addresses all of these and metrics are the same in Strategic Plan - task of writing team

External Scan:

- CCSS link between funds and outcome - what do we expect for our students
- Address in student profile
- Implementing CCSS is very complex - funds/professional development
- CCSS part of Strategic Plan - goal or strategy?

Seven Revolutions: Preparation for job that didn't exist 30 years ago – examples:

- Son working on a driverless car
- Apple iTunes - reviews movies - streamed
- In-home automation - consumer marketing
- Human Resource Law through webinars
- Online classes
- CLAVE - CA Virtual Academy
- Rebuilding a server - engineer in India and server in Indiana - global team
- Computer recycling center

What does this mean for the education for our students?

- Serious obligation as educators for a different world
- Some may have many career changes - 5-6 times
- Many different languages spoken
- Continuous learning - help students have the predisposition for continuing to learn

Daunting depth and breadth of knowledge --

- Ability to work collaboratively

Polarization of right and left and the center is evaporating for our country - conflict

- Major worry for our country

Question:

- Poverty level in Novato and high cost of post-secondary education and college – how will students be ready?
- Vocational avenues and how do they afford next step after high school - How to meet it?

Graduating more college ready students and not enough available space for them or can't afford it

- Community colleges?
- Career education has changed - more sophistication like the STEM program
- Example: Auto mechanics
- Career ready is a different type of program - challenging

Question:

- Acknowledge social and emotional needs of our students - how are we empowering our students with capacity?

Student Profile - resiliency when they graduate

Ethics - an important part - morality - fundamentally treat each other and are successful

## Strategic Plan Notes February 1, 2014

### Vision

Table 2:

- Engages with the community to provide innovative and diverse learning experiences for students and families to provide personal and public success.
- Works with community to enhance student achievement, great school community, prepare students for opportunities
- Lifelong learners, innovative diverse, great school community, education is the fabric of Novato

Table 4:

Novato Unified School District is a dynamic and innovative learning community that will engage, challenge and inspire all students to be resourceful, resilient and responsible world citizens who are prepared for success in college, career, and life.

*Please do not include the term '21st Century Skills' in the vision statement. It is too trendy and covered by college and career. You might consider 'in a modern society' but that probably is not needed.*

Table 6:

Novato Unified provides an innovative and rigorous environment, preparing students for success in college and careers. We are a district that invites and celebrates diversity. We are a collaborative district that engages and inspires the community to value lifelong learning. We are a district that embraces change and provides our students with a supportive and caring learning culture.

Table 3:

- *We think the vision statement should include 21st Century skills and college and career readiness.*

## **Mission**

Table 4:

- *Include students feeling safe in the mission statement*

Table 1:

Notes: Closing the Gaps, Opportunities, Teach, Learning, Leverage Collective Resources, Diverse Educational Experiences, Excellence in Education Provide Robust Educational Experiences, Assessments, Differentiations, Interventions, Varying Costs per pupil to teach, Product; Lesson, Value Proposition, What We Do, Semantics of the order of the same industry jargon, Parental Involvement

- We will Leverage our Collective Resources (Financial, Parental, Educators etc) to ensure equitable access, close opportunity gaps, and provide an innovative (inspirational) and Diverse Educational Experience (Learning Environment) that prepares students to be effective (competent) 21st century (college/career ready/global) citizens:
  - Nurturing the Diverse Needs  
or
  - Nurturing the Student by addressing their Diverse needs

Table 3:

- To develop all students to achieve the NUSD model graduate profile by providing a rigorous and relevant learning environment, closing the opportunity gap, working collaboratively, and committing to excellence.
  - *With the mission statement, include bullet points defining the model graduate student profile*

Table 5:

NUSD is committed to providing a rigorous and (relevant) (effective) 21st century educational experience that ensures equitable access for all students *and prepares them to succeed in college, career and in the global economy.*

or

and prepares them to enter successful careers and post secondary experiences and prepares them for college, career and success in a global environment and prepares them for college, career and to succeed in a global society and prepares them for college, career and be responsible citizens

We are committed to providing an educational experience that will:

- Ensure that all students possess academic and 21st century skills ensuring college and career readiness
- That will be supported by parent, community and staff

We will provide a rigorous and inspirational learning community that ensures equitable access resulting in learners that are competent, resourceful, resilient and empowered to meet the challenges of a complex future.

## Core Values/Beliefs

### Core Values

Table 1:

#### **Core Values**

- Excellence
  - We passionately pursue excellence in all academic and organizational endeavors
- Integrity (ok, revise form)
  - We communicate honestly openly and consistently in a manner to inspire trust by assuming ownership in everything we do.
- Respect (ok, revise form)
  - *We honor value and appreciate differences and value/honor diversity for all cultures*
- Innovation (it includes creativity) ingenuity inspire
  - *We embrace a culture that embraces ingenuity and inspires intellectual exploration. (self expression that inspires intellectual expression)*
- We like "Collaboration" "Commitment" "Engage" "Inspire"
  - We work together with all members of our school community to ensure student success.

*Group agrees that the format (being a chart) is less desirable. A Value followed by a simple phrase/sentence adding a level of detail (i.e. PYLUSD)*

#### **Belief Statements**

- Currently - Achievement for ALL....our call to action.
- We like Seattle Core Belief Statements:
  - Students come first
  - High quality teaching and learning
  - A safe and orderly learning environment
  - A high performing district including effective leadership accountability effective organizational system and a an engaged community
  - We believe Respect is a large component to our Beliefs

Table 2:

#### **Integrity**

- Communicate honestly, openly, and respectfully
- Do as you say: say as you do
- Model behavior that inspires and demonstrates trust

#### **Professionalism**

- Respect and value other cultures
- Be helpful
- Serve all customers
- Honor and appreciate differences
- Set high standards
- Strive toward excellence



## Collaboration

- Work with others
- Identify and engage community partners
- Listen and respond to parents
- Involve families
- Strive for diversity
- Meet the needs of the community

## Innovation

- Creativity
- Inquisitiveness, asking how and why
- Surpass the sum of what you are taught
- Encourage new visions
- Think without boundaries
- Taking chances

Table 3:

We believe in:

- Integrity: We work with open communication, honesty and model behavior that inspires trust in others.
- Collaboration: We work in partnership with school and community, with respect, listen and honor differences.
- Excellence and Personal Best: We strive for excellence in our daily work, reach beyond limits, are experts in our area, and model high standards
- Innovation: We work with creativity, inquisitiveness, think without boundaries, and create a learning environment that celebrates self expression.
- Inclusiveness: We foster a healthy environment, ensuring access to services in a safe manner for all.

Table 4:

We pursue excellence in all academic and organizational endeavors.

- Integrity
- Collaboration
- Respect
- Creativity
- Excellence
- Safety

Beliefs:

- We believe all students can achieve excellence
- We believe it is important to recognize each student's individual strengths and needs
- We believe that physical and emotional safety are essential for effective learning.

Table 5:

- **Integrity** (Trustworthiness) **(1)**
- **Learning** **(2)**
  - access to all
  - Inspire to be lifelong learners

- **Respect (3)**
  - Safe and respectful learning environment
- **Excellence (4)**
  - achieve goals
  - Setting high standards
- **Innovation (empowerment) (5)**
- Inclusiveness - welcoming environment, supportive, access for all, equity
- Collaboration
  - all stakeholders working together to ensure student success
- Supportive

Table 6:

- **Student Centered:** place the interest of students above all else, students are provided a safe and healthy learning environment
- **Integrity:** honest and ethical behaviors at all levels, recognizes and acknowledges the contributions of others
- **Respect:** providing a safe nurturing learning environment, an emphasis on whole student wellness
- **Excellence:** encouraging personal best
- **Innovation:** a culture that celebrates ingenuity and inspires intellectual exploration
- **Collaboration:** we work together with all members of the community to ensure student success
- **Equity:** setting high standards for all students, providing access to educational opportunities based on individual student need

### Core Beliefs

Table 1:

- Currently - Achievement for ALL....our call to action.  
We like Seattle Core Belief Statements:
  - Students come first
  - High quality teaching and learning
  - A safe and orderly learning environment
  - A high performing district including effective leadership accountability effective organizational system and a an engaged community
  - We believe Respect is a large component to our Beliefs

Table 4:

- We believe all students can achieve excellence
- We believe it is important to recognize each student's individual strengths and needs
- We believe that physical and emotional safety are essential for effective learning.

## **Ranking Values/Beliefs - 1, 2 and Comments**

Strategic Planning Committee Members voted on what values and beliefs were the most important

### **Values/Beliefs Ranked #1**

- Integrity (11)
- Excellence (4)
- Inclusiveness (4)
- Respect (4)
- Safety (2)
- Collaboration (1)
- Creativity (1)
- Helpful (1)
- Individual value (1)
- Innovative (1)
- Ownership (1)
- Professionalism (1)

### **Values/Beliefs Ranked #2**

- Excellence (11)
- Integrity (7)
- Innovation (3)
- Ownership (3)
- Respect (3)
- Safety (3)
- Collaboration (1)
- Creativity (1)
- Perseverance (1)
- Professionalism (1)
- Well-Being (1)

### **Comments:**

- Safety most important if an emergency occurs
- Look at safety with the lens of students -LGBT (Lesbian, Gay, Bisexual, Transgender)
- Well-being incorporates safety - whole child
- Well-being would not be the "actionable" part
- Active Shooter - someone will get hurt
- Cultural norms or student behavior
- Health - access to healthcare, emotional, well-being
- Big word is the comment of Climate - a little different than culture
- Strategic Goal in this area - climate, safety and well-being are very important
- Facilities contribute to student safety
- Well-being of child with a hangover - how to deal with that
- Example: Children's lunch taken away because of insufficient funds in account hit national news

## **Strategic Goals - Identify 5 Goals for NUSD**

Table 1:

1. Students - Ensure educational excellence and equity for every student to prepare them for success in the global 21st century community.
2. Teachers - Attract, develop, and retain highly effective teachers (Professional develop, support systems, elevating the professional practice and the cultural competency of the staff, economic incentives, etc.).
3. District - Improve systems district wide to support academic outcomes and meet student needs (includes facilities with modern and state of the art learning environments, technology).\*
4. Maximize our resources and marshall additional resources. (LCFF, Bonds, Parcel Tax, Community fundraising...PTA, School Fuel, sustainability of sources).
5. Strengthen school, family and community engagement (promoting positive climates, safety, health, well-being, communication, collaborative relationship between stakeholders, etc.)

Notes:

- Strong core of curriculum
- Develop/maintain a strong infrastructure
- Student success
- School & Community engagement
- Optimize school resources
- Educational Excellence & Equity for every student
- Improve systems to support academic outcomes to meet student needs; stewardship of resources
- Strengthen school/family engagement
- Support/strengthen student resiliency
- Professional development and learning, (strategy - long term, without frequent annual/monthly trendiness)
- Become a preferred district for teachers
- Maximize our resources and marshall additional resources
- Maintain state of the art facilities
- Culture of the district: Welcoming, supportive, appreciated, students want to learn, and teachers want to teach.
- Safety: Elevate and reinforce the priority Top Down,
- Instructional development: Training and retraining staff. We need a concrete PLAN not based on industry trend, but is consistent and long range so teachers can see the path to progress professionally.
- All district staff, educators, administrators, etc. NEED a common language across schools
- 2 educational excellence, resilient, competent
- Attracting developing high quality teachers
- Curriculum, common core, achievement/success
- Promote a high performing district with leadership
- Facilities - modern and state of the art learning environment
- School/family engagement
- Strategic issues for the district: measuring, accountability, long-term trajectory

- .Multi-cultural student basis and socio-economic issues
- Offering more variety and educational options for staff, students and families
- Equity - focus on “for all” so that equity is for all students. It’s a controversial issue so it will need to be communicated effectively
- Talent - attraction and retention

Table 2:

1. Ensures academic success at every grade level
  - Using academic benchmarks for vertical articulation
  - Intervention strategies for those not performing at grade level
  - Create partnerships with local colleges
  - Identify individual needs and learning goals
2. Creates and supports a safe and healthy school environment.
  - Being culturally aware
3. Achieve the long term fiscal and physical sustainability of the district
  - Prioritize funds to ensure salary, benefits, etc. for competitive recruitment and retention of Staff
  - Offer continuous staff development
  - Access to technology
  - Identifying other sources of revenue
  - Maximize state funding through better demographic identification
4. Creates and encourages parent involvement and community engagement to support student achievement.
  - Acknowledge and address potential cultural and economic barriers
  - Identify programs that promote parental and community involvement
  - College of Marin, IVC (Indian Valley Community College), SRJC (Santa Rosa Junior College)

Table 3:

1. Ensure educational excellence and equity for every student.
  - a. Provide learning experiences that enable all of our students to acquire the skills in the model graduate profile.
  - b. 21st Century skills and Common Core State Standards.
  - c. Commit resources to ensure that equity is achieved for EL (English learners) and socio-economically disadvantaged students.
  - d. Commit to early learning and access to the preschool experience to help close the academic achievement gap
    - i. preschool on campuses
    - ii. align with preschool centers in the community
    - iii. create preschool network in Novato
  - e. Ensure college readiness and encourage college entrance and financial planning options.
  - f. Build career readiness in high school i.e. internships, co-ops, more business partnerships.
  - g. Weave interdisciplinary themes into core subjects (global awareness, Finance/Economics, Civic Literacy, Health, Environmental Literacy).
2. Improve organizational structures and systems district wide and work towards our profile of being a high performing district.
  - a. Foster a professional learning environment for staff by strengthening

- human resources structures and systems.
- b. Administer strong HR (Human Resources) practices including hire and retain good teachers.
- c. Support professional development using a train-the-trainer model.
- d. Ensure resource alignment and stewardship.
  - i. Fiscal responsibility
  - ii. Facilities, a physical environment that supports student learning
  - iii. Leverage technology in curriculum including bringing expertise in any field to the classroom
  - iv. Secure additional funding i.e. LCFF (Local Control Funding Formula), Bonds, Parcel tax, fundraising
- 3. Strengthen school, family and community engagement.
  - a. Build school and community partnerships to strengthen each student's academic goals.
    - i. Partner with academic enrichment and afterschool centers so that all students have access to extra academic supports.
  - b. Work with community groups to help change social and lifestyle norms around key issues. i.e. underage drinking, childhood obesity.
  - c. Align with information and referral sources with public and private partners so that youth and families are pipelined into existing safety net services i.e. food bank, housing, childcare, healthcare.
  - d. Increase parent engagement by engaging parents in their child's learning and creating a welcoming environment i.e. effective communications.
- 4. Provide a welcoming, supportive, safe and healthy learning environment.
  - a. Promote the well-being of each student by ...
  - b. Increase the cultural competence of staff and students by ....
  - c. Support the social-emotional health of each student to increase resiliency and develop life skills..
  - d. Ensure a safe environment by .....

Table 4:

- 1. Ensure educational excellence for all students
  - a. Professional development
  - b. Full implementation of Common Core State Standards and 21st Century skills
  - c. Integrate technology
  - d. Promote student resilience, creativity, innovation, social-emotional well-being
  - e. Safety
  - f. Inclusiveness
  - g. Respect
  - h. Physical plant
  - i. Updated technology
  - j. Cultural competency
- 2. Develop a comprehensive financial and resource plan that allows us to accomplish our mission.
  - a. Find additional revenue streams
  - b. Invest in cost saving and efficiency measures
  - c. Market the district to attract and retain students

3. Promote parent and community engagement.
  - a. Transparency in communication
  - b. Collaboration with parents, community and business partners
  - c. Parent education
  - d. Meaningful opportunities for volunteerism and community involvement
4. Attract and retain high quality staff at all levels
  - a. Competitive salary and benefits
  - b. Opportunities for advancement
  - c. Opportunities for professional development

Table 5:

1. Ensure Educational Excellence and Equity for Every Student
  - Commit resources to ensure that equity is achieved for English Language Learners and Socio-Economically Disadvantaged students
  - Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st-century skills.
  - Elevate professional practice by investing in effective, culturally responsive teachers, staff, and leaders.
  - Commit to early learning as the foundation for future academic success.\*
2. Provide facilities and learning environments that ignite the thrill of learning and inspire greatness in our youth
3. Develop Sustainable Resources that Strengthen Student Learning
  - Attracting and retaining qualified staff
  - Professional Development
4. Build School, Family and Community Collaboration
  - Increase parent and family engagement
  - Build partnerships with businesses, non-profit services, and other agencies that support student learning
  - Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supporting, safe, and healthy environment
  - Support proactive and transparent communication with all stakeholders to foster trust and collaboration\*
5. Create a Comprehensive and Engaging Wellness Program for Students and Staff
  - Expand access to Marin County Food Bank
  - Collaborate with community partners to effectively leverage resources
  - Build upon current mental health district support to better serve impacted students and families

*\*Seattle Public Schools Strategic Plan*

Table 6:

1. Create engaging and rigorous learning environment to maximize student learning
  - Integrate technology as a tool for learning
  - Measure our level of engagement by the degree which we close the achievement Gap +1 (how we measure engagement)
2. Maximize resources to ensure student success
  - Finance

- Facilities
  - Using tech to streamline business processes
  - Sustainability
  - Community
3. Ensure a safe and positive school climate
    - Provide for each student according to their need
    - Set high expectation
    - Focus on teaching and learning
    - Embrace and welcome diversity
  4. Strengthen school, family and community engagement
    - Seek out and develop new partnerships to enhance student learning
    - Implement successful programs widely across the district
    - Align community involvement to further all strategic goal
    - Strengthen community engagement and partnerships through effective communication
  5. Develop a learning focused organization
    - Support and encourage staff development
    - Creates a culture that encourages innovation



## **Strategic Goals and Initiatives and Metrics**

Table 1:

### **Goal 1: *Develop a learning focused organization***

#### Initiatives

1. Support and encourage staff development
2. Creates a culture that encourages innovation
3. High expectations
4. Continuous Improvement
5. Continuously monitor

#### Metrics

1. Staff development, implementation, and evaluation cycle

### **Goal 2: *Ensure educational excellence and equity for every student to prepare them for success in the global 21st century community.***

#### Initiatives

1. Commit resources to ensure that equity is achieved for all students including English Language Learners and Socio-Economically Disadvantaged students.
2. Challenge and support every student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st-century skills.
3. Develop and provide robust Career and Technical Education (CTE) pathways as an option for students.
4. Explore and develop dual enrollment opportunities with local community colleges.
5. Commit to early learning as the foundation for future academic success.
6. Promote student social-emotional well-being.
7. Promote resilience, creativity, and innovation in our students.

#### Metrics

### **Goal 3: *Attract, develop, and retain highly effective teachers***

#### Initiatives

1. Provide effective, research-based, on-going professional development
2. Provide support systems (e.g., coaches) through the implementation process
3. Develop leadership capacity in the teaching staff (e.g., coaching, TOSAs – Teacher on Special Assignment, etc.) to assist in the implementation of CCSS, PBL, GLAD (Guided Language Acquisition Design), etc.
4. Elevate the professional practice and the cultural competency and proficiency of all staff members
5. Provide economic incentives?
6. Invest in effective, culturally responsive teachers, staff, and leaders.

#### Metrics

**Goal 4: Improve systems district wide to support academic outcomes and meet student needs**

Initiatives

1. Provide safe, modern and state of the art facilities
2. Develop technology

Metrics

1. Resources

**Goal 5: Strengthen school, family and community engagement**

Initiatives:

1. Promote positive climates, safety, health, well-being
2. Effective communication
3. Collaborative relationship between stakeholders, etc.)
4. Seek out and develop new partnerships to enhance student learning
5. Strengthen community engagement and partnerships through effective communication

Metrics

Table Two:

**Goal 1: Ensures academic success at every grade level**

Initiatives

1. Using academic benchmarks for vertical articulation
2. Intervention strategies for those not performing at grade level
3. Identify individual needs and learning goals
4. Integrate technology, e. g., Gates Foundation performance tools
5. Implement Common Core State Standards (collaborative, creativity, critical thinking, communication)
6. Commit resources to ensure that equity is achieved to EL (English learners) and socio-economically disadvantaged students.
7. Commit to early learning and access to the preschool experience to help close the academic achievement gap
  - i. increase preschool on K-5 campuses
  - ii. align with preschool centers in the community
  - iii. create preschool network in Novato
8. Ensure college readiness and encourage college entrance and financial planning options.
9. Build career readiness in high school i.e. internships, co-ops, more business partnerships.
10. Weave interdisciplinary themes into core subjects (global awareness, Finance/Economics, Civic Literacy, Health, Environmental Literacy).

Metrics/Indicators

1. Identify students not performing at grade level, initiate intervention, quarterly

**Goal 2: Provide a welcoming, supportive, safe and healthy learning environment**

**Initiatives**

1. Promote the well-being of each student through: FANS, PE, extracurricular programs, classroom norms
2. Increase the cultural competence of staff and students through diversity programs
3. Support the social-emotional health of each student to increase resiliency and develop life skills
4. Ensure a safe environment
  - i. regular drills, CPR, First Aid training and nurses for medical needs
  - ii. providing a welcoming, nurturing environment
  - iii. facilities (libraries, gyms, athletic fields) are up to date, modern, and accessible before and after school

**Metrics/Indicators**

1. Progress on Healthy Kids Survey

**Goal 3: Achieve the long term fiscal and physical sustainability of the district**

**Initiatives**

1. Prioritize funds to ensure salary, benefits, etc. for competitive recruitment and retention of Staff
2. Offer continuous staff development
3. Access to technology
4. Identifying other sources of revenue
5. Maximize state funding through better demographic identification
6. Maximize current land holdings

**Metrics/Indicators**

1. Sufficient funds to carry out programs
2. Receipt of funds from other sources

**Goal 4: Creates and encourages parent involvement and community engagement to support student achievement.**

**Initiatives**

1. Acknowledge and address potential cultural and economic barriers
2. Identify programs that promote parental and community involvement
3. Create partnerships with College of Marin, IVC, SRJC and local colleges
4. Implement successful programs widely across the district
5. Align community involvement to further all strategic goal
6. Strengthen community engagement and partnerships through effective communication
7. Work with community groups to help change social and lifestyle norms around key issues. i.e. underage drinking, childhood obesity

### Metrics/Indicators

1. Signed MOUs (Memorandum of Understanding) from local community colleges
2. Seek semi-annual parental input (via PTA, survey, etc.)
3. Track number of parent engagement opportunities

### Goal 5: **Develop a learning focused organization**

#### Initiatives:

1. Support and encourage staff development
2. Creates a culture that encourages innovation
3. Support student achievement
4. Provides diverse learning experiences e.g., MSA (Marin School of the Arts), STEM, Science, Technology, Engineering & Mathematics)

### Metrics/Indicators

1. Document and track staff development opportunities

Table 3:

Mission: **To develop all students to achieve the NUSD model graduate profile by providing a rigorous and relevant learning environment, closing the opportunity gap, working collaboratively, and committing to excellence.**

### Goal 1: **Ensure educational excellence and equity for every student.**

#### Initiatives

1. Continue implementation of 21st Century skills and Common Core Standards, including interdisciplinary themes into core subjects.  
Metric:
2. Commit resources to ensure that equity is achieved for all students.  
Metric: measure the increase in the number of students taking higher level classes
3. Commit to early learning and access to the preschool experience to help close the academic achievement gap.  
Metric: Create a new field in the database and track the number of children who have had the preschool experience as they enter Kindergarten. Create a preschool network with school and community to measure access.
4. Ensure college readiness and encourage college entrance and financial planning options.  
Metric: Track FAFSA completion.
5. Build career readiness in high school i.e. internships, co-ops, more business partnerships.  
Metric: Track the number of internships through each school's college and career center.

### Goal 2: **Improve organizational structures and systems district wide and work towards our profile of being a high performing district.**

Initiatives:

1. Administer strong HR practices to strengthen structures and systems and foster a professional learning environment for staff.  
Metric: Decrease turnover rate and increase participation in professional development courses.
2. Practice fiscal responsibility and resource alignment.  
Metric: Show an increase in the technology budget and meet goals in the Master Facility Plan.

Goal 3: **Strengthen school, family and community engagement.**

Initiatives:

1. Build partnerships among students, families, community partners to support academic success  
Metric: Add field in NUSD database to track which students are in tutoring and afterschool programs to measure academic success.
2. Ensure that all safety net needs are met for students.  
Metric: For Foster and Reduced Lunch kids, track what safety net services they are using through the parents, private and public partners.
3. Engage parents in their child's learning and create a welcoming environment for all.  
Metric: Language accessible for all. Track bilingual family services needed and utilized on school sites.

Goal 4: **Provide a safe and healthy learning environment on school sites.**

Initiatives:

1. Establish and implement safety protocols at all school sites with input from district leadership, public agencies and community.  
Metric: Update the safety plan.
2. Create a respectful environment that honors differences.  
Metric: Create a cultural competence plan for staff and implement.
3. Support the social-emotional health of each student to increase resiliency and develop life skills.  
Metric: Track mental health services and interventions.
4. Work with community groups to improve key health issues  
Metric: Each year NUSD Leadership decides on key health issues and position staff to serve on community groups to align services for students (i.e. underage drinking, childhood obesity, healthy eating), Healthy Kids Survey.

Table Four:

Goal -1: **Improve organizational structures and systems district wide and work toward our profile of being a high performing district.**

Initiatives:

1. Develop a learning focused organization.
2. Research and model evidenced based best practices.
3. A commitment to collaborate and share successful practices within our district across all schools.

## Metrics

### Goal - 2: **Ensure educational excellence for all students.**

#### Initiatives:

1. Fully implement Common Core Standards and 21st Century skills.
2. Commit to early learning as the foundation for future academic success.
3. Promote student social-emotional well being
  - o Align with community social service organizations to create a community school model
  - o Provide consistent clear messages from K-12 regarding healthy living (nutrition, responsible technology use, AOD, anti-bullying etc.)
4. Promote resilience, creativity, and innovation in our students.
5. Ensure that our students are college and career ready.
6. Provide academic and technical internships for high school students.
7. Expand Regional Occupational Programs.
8. Create strategies to ensure the success of English language learners and socio-economically disadvantaged.
9. Create an academic environment that promotes optimal learning.
  - o Provide a safe school environment (physical and emotional)
  - o Promote inclusiveness, acceptance, respect and tolerance
  - o Commit to providing a physical plant that reflects a high standard for education
  - o Provide updated technology and plan for ongoing and future needs
10. Commit to ongoing training and adherence to cultural competency standards.

#### Metrics:

1. Track student outcomes post-graduation
2. Conduct an annual climate survey for students, family and staff
3. Conduct study of gender differences in educational outcomes
4. Track graduation rate
5. Implement and track student progress through common formative assessments

### Goal - 3: **Develop a comprehensive financial and resource plan that allows us to accomplish our mission.**

#### Initiatives:

1. Find additional revenue streams
2. Invest in cost saving and efficiency measures
3. Market the district to attract and retain students

#### Metrics:

1. Track number of students that leave the district and determine why (provide an exit survey)

### Goal - 4: **Promote parent and community engagement.**

Initiatives:

1. Support proactive and transparent communication with all stakeholders to foster trust and collaboration
2. Collaboration with parents, community and business partners
3. Provide relevant and timely parent education opportunities
4. Provide meaningful opportunities for volunteerism and community involvement

Metrics:

Goal - 5: **Attract and retain high quality staff at all levels.**

Initiatives:

1. Commit to competitive salary and benefits
2. Provide and encourage opportunities for advancement
3. Provide and encourage participation in professional development

Metrics:

1. Track number and reason for teacher turnover
2. Analyze exit interviews
3. Analyze total compensation at or above average of our comparable districts
4. Provide annual staff satisfaction survey
5. NFT (Novato Federation of Teachers) administrator evaluation
6. Track the number of collaborative staff development meetings between sites

Table Five:

Goal 1: **Ensure Educational Excellence and Equity for Every Student**

Initiatives:

1. Commit resources to ensure that equity is achieved for English Language Learners and Socio-Economically Disadvantaged students
2. Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st-century skills
3. Elevate professional practice by investing in effective, culturally responsive teachers, staff, and leaders
4. Commit to early learning as the foundation for future academic success
5. Using academic benchmarks for vertical articulation
6. Create partnerships with local colleges

Metrics/Indicators:

1. Performance on standardized testing
2. Graduation rates
3. EL Reclassification
4. MAP, NWEA (internal assessment tools)
5. Advanced Placement

Goal 2: **Provide facilities and learning environments that ignite the thrill of learning and**

## **inspire greatness in our youth.**

### Initiatives:

1. Identify and commit resources to develop 21-st century classrooms
2. Update the Master Facilities Plan and allocation of resources
3. Explore feasibility of General Obligation Bond
4. Collaborate with other agencies to expand current learning spaces
5. Maximize resources through distant learning opportunities with community partners (Buck Institute, universities, and community colleges)

### Metrics/Indicators

1. Polling
2. Student to device ratio
3. Conditions of facilities
4. Enrollment trends
5. Compliance with Williams Act

## Goal 3: **Develop Sustainable Resources that Strengthen Student Learning**

### Initiatives:

1. Attracting and retaining qualified staff
2. Professional Development
3. Identify corporate and business partners to support specifically targeted programs
4. Maximize state funding through better demographic identification of student population
5. Ongoing opportunities for professional development

### Metrics/Indicators

1. Turnover Rate
2. Staff Satisfaction Survey
3. Movement on the salary schedule

## Goal 4: **Build School, Family and Community Collaboration**

### Initiatives

1. Increase parent and family engagement
2. Build partnerships with businesses, non-profit services, and other agencies that support student learning
3. Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supporting, safe, and healthy environment
4. Support proactive and transparent communication with all stakeholders to foster trust and collaboration
5. ESL (English as a Second Language) classes for adults
6. EL Homework Club in partnership with school libraries

### Metrics/Indicators

1. Utilization of Healthy Kids Survey data
2. Effective community and school collaboration



3. Parent participation and volunteer hours (Back to School, Open House, Parent/Teacher Conferences, DELAC, and ELAC)
4. Grant awards
5. Student attendance rates

**Goal 5: Create a Comprehensive and Engaging Wellness Program for Students and Staff**

**Initiatives:**

1. Expand access to Marin County Food Bank
2. Collaborate with community partners to effectively leverage resources
3. Build upon current mental health district support to better serve impacted students and families
4. Promote the health of each student to support academic excellence through FANS, PE, extracurricular activities, and classroom norms

**Metrics/Indicators**

1. Rates of participation in after school sports activities
2. Student and staff gym membership
3. Obesity Rate
4. Physical Fitness Test results
5. Rates of student and staff absenteeism
6. Track data from Healthy Kids Survey

**Table 6:**

**Goal 1: Create engaging and rigorous learning environment to maximize student learning**

**Initiatives:**

1. Integrate technology as a tool for learning
2. Real life and relevant learning experiences that encourage critical thinking, creativity, communication and collaboration and within the classroom environment
3. Proactive intervention with students showing signs of disengagement
4. Early and often college and career readiness checkups
5. Close the achievement gap
6. Full implementation of CCSS
7. Leverage technology in curriculum including bringing expertise in any field to the classroom - utilize technology in innovative ways including flipped instruction, blended learning and use of tele-presence or distance learning opportunities.

**Metric:**

1. All LCAP engagement metrics
2. Percentage of passing grades
3. Average community service hours (beyond 10 hours)
4. Use of PBL (Project Based Learning)
5. Student to device ratio
6. Staff reported frequency of technology use
7. Classroom observation of technology integration

8. 8th graders have at least one college check in/college readiness

**Goal 2: Maximize resources to ensure student success**

**Initiatives:**

1. Find additional revenue streams - secure additional funding i.e. LCFF, Bonds, Parcel tax, fundraising.
2. Invest in sustainability by maintaining cost saving and efficiency measures
3. Prioritize funds to ensure salary, benefits, etc. for competitive recruitment and retention of Staff
4. Maximize state funding through better demographic identification
5. Fiscal responsibility
6. Facilities, a physical environment that supports student learning and ensures student safety
7. Using technology to streamline business processes

**Metrics:**

1. Increase alternate revenue as a percentage of total revenue
2. Decrease utility usage with an annual savings of x percent per year (electric/water)
3. Teacher attrition rate
4. Maintain district cash reserve what is the right level?

**Goal 3: Ensure a safe and positive school climate**

**Initiatives:**

1. Provide for each student according to their need
2. Set high expectation
3. Focus on teaching and learning
4. Embrace and welcome diversity

**Metrics**

**Goal 4: Strengthen school, family and community engagement**

**Initiatives:**

1. Implement successful programs widely across the district
2. Align community involvement to further all strategic goal
3. Strengthen community engagement and partnerships through effective communication

**Metrics**

**Goal 5: Develop a learning focused organization**

**Initiatives:**

1. Support and encourage staff development
2. Creates a culture that encourages innovation
3. Facilitate professional learning communities foster collaboration and reflection

among staff

4. Parents and businesses contributing to after school enrichment
5. Implement successful programs widely across the district
6. Provide for cross-school collaboration to share best practices based on research

#### Metrics

1. Number of days dedicated to professional development
2. Staff survey district support for career development
3. Observation of new methodology in classroom
4. Written plan for individual staff development
5. Number of after-school programs district wide
6. Number of volunteer hours in enrichment programs

### **Next Steps:**

- Notes will be sent to Jim Brown and the Writing Committee which consists of Cabinet members
- Task Force Names will be posted on the NUSD website
- First draft generated and sent to Strategic Task Force Members
- Posted on website also
- Writing Team will meet and the second draft and will go to the Superintendent and the Board of Trustees for review
- The Draft will be presented to the Board of Trustees at 2-3 meetings for the public to comment
- Some Members of Task Force will be at the Board meetings to answer questions

### Question:

How will the Plan be rolled out to parents/teachers, etc?

- A Communication Plan around the Strategic Plan will be developed for transparency

**Strategic Plan Task Force Members**

| <b>First Name</b> | <b>Last Name</b> | <b>Category-Title</b>   |
|-------------------|------------------|---|
| Aaron             | Fix              | Teacher, Novato High/President, Novato Federation of Teachers                       |
| Barbara           | Roddie           | Library Clerk, San Ramon  |
| Bill              | Welch            | Owner, North Bay Security Group   |
| Brad              | O'Brien          | Parent, Sinaloa PTA/Parcel Tax Committee  |
| Cassie            | Alciati          | Parent, San Jose Site Leadership Team   |
| Cheryl            | Paddack          | Executive Director, Novato Youth Center   |
| Cindi             | Clinton          | Trustee   |
| Corinne           | Muelrath         | NUSD School-Based Coordinator, Healthy Novato                                       |
| Dana              | Sadan            | Principal, Pleasant Valley  |
| Debbie            | Butler           | Trustee   |
| Derek             | Knell            | Trustee   |
| Don               | Nicodemus        | System Analyst, Instructional Technology (IT)                                       |
| Helen             | Hughes-Tome      | Administrative Assistant III, Special Education                                     |
| Jeannette         | Longtin          | Senior Director, Healthy Novato   |
| Jeffrey           | Vaillant         | Community Member  |
| Jennifer          | Treppa           | Parent, School Fuel   |
| Jerry             | Peters           | Board Member, Chamber of Commerce/Board Member, Novato Sanitary District            |
| Jon               | Dick             | Teacher, Novato High/Vice President High School, Novato Federation of Teachers      |
| Julia             | Kempkey          | Director of Instructional Technology and Secondary Education                        |
| Karen             | Maloney          | Chief Financial Officer   |
| Katie             | Keating          | Director, Healthy Novato  |
| Leslie            | Benjamin         | Public Information Officer  |
| Liz               | Smith            | Director of Special Education   |
| Maria             | Aguila           | Trustee   |
| Miguel            | Garza            | Parent/Hamilton ELAC  |
| Mike              | McIntyre         | Parent  |
| Pam               | Conklin          | Director of Human Resources   |
| Pam               | Shinault         | Parent/Director, Novato Parks & Recreation  |
| Peter             | Hamilton         | Parent/Board Member, Marin Community Foundation                                     |
| Rey               | Mayoral          | Principal, Novato High  |
| Robin             | Rodi             | Parent/Chair, Parcel Tax Oversight Committee  |
| Ross              | Millerick        | Trustee   |
| Ruthanne          | Bexton           | Director of Elementary Education  |
| Sara              | Kram             | Library Clerk, Pleasant Valley  |
| Shalee            | Cunningham       | Superintendent  |
| Shelly            | Scott            | Trustee   |
| Timothy           | Howard           | General Manager, Courtyard Novato-Marriott/Board Member, Novato Chamber of Commerce |
| Tom               | Cooper           | Trustee   |