

EVERGREEN ELEMENTARY SCHOOL DISTRICT
STRATEGIC PLANNING RETREAT
August 28, 2017 • Teacher Center

Marilyn Snider, Facilitator – Snider and Associates (510) 531-2904
Michelle Snider Luna, Snider Education & Communication (510) 610-6242

MISSION STATEMENT

Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to achieving academic and civic excellence.

THEORY OF ACTION

Innovative workplaces inspire creative thinking. Creative thinking increases employee engagement and work satisfaction. Employee engagement and work satisfaction will produce a thriving student body.

VISION STATEMENT

Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

CORE VALUES/GUIDING PRINCIPLES

not in priority order

The Evergreen Elementary School District values . . .

*Innovative education
Academic achievement for all
Fiscal responsibility
Diversity
Honesty and Integrity
Community involvement
Our employees
Social-emotional well-being*

THREE-YEAR GOALS

2016-2019 * not in priority order

Provide equitable education resources and facilities

Achieve financial stability and sustainability

Attract and retain teachers and staff, especially those with specialized credentials

Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity

Enhance the social-emotional well-being of students, teachers and staff

S.W.O.T. ANALYSIS

Strengths – Weaknesses - Opportunities - Threats

WHAT ARE THE STRENGTHS AND ACCOMPLISHMENTS OF THE EVERGREEN ELEMENTARY SCHOOL DISTRICT SINCE THE AUGUST 2016 STRATEGIC PLANNING RETREAT?

Brainstormed List of Perceptions

- Partial implementation of all-day kindergarten
- Reclassification of 504 ELD students
- Parent University's Parent Resource Center opened at LeyVa
- Brand new facility for Cedar Grove
- 1st Tech at Home Program for migrant education students
- Implementation of Common Core Curriculum for ELA
- New online science curriculum for middle school
- Active social media engagement
- First Pathway Award for Seal of Bi-literacy
- Beijing Young Ambassadors at Katherine Smith and Laurelwood
- Expanding Sobrato Early Academic Language (SEAL) Program
- Moving toward 1:1 integration of students to technology
- Expanded the Walk and Roll Program district-wide
- Negotiated library access for kindergarten and TK students
- Established a working definition of "equity"
- Launched new Outreach Program, including a direct mail pilot and the first State of the District webinar
- Reached a record number (1000+) of people during LCAP consultations
- QPR suicide prevention training for all middle school staff
- Completion of the Facility Advisory Committee (FAC)
- SERP retirement accepted by employees
- Implemented a Pilot Bicycle Program (second in the county)
- Got a computer science elective at LeyVa and Chaboya
- Easier to use report card tools for teachers with Path to Excel
- Weekly email communication with parents from the district
- Tech TOSA (Teacher on Special Assignment) in the Instruction Department
- Increased technology professional development opportunities for all staff
- Won a national award for our first District Annual Report
- Facilities continue to look good
- 10 members from Katherine Smith went to the Tool Box for social and emotional learning
- Facilitated 28 LCAP sessions/meetings
- Acquired a San Jose Learns grant for \$250,000 to implement after-school program at Holly Oak and expanded the program at Katherine Smith
- Began significant progress around Evergreen District's "Profile of a Learner"
- In collaboration with East Side High School District, we implemented "Care Tech Pathway" with computer science elective
- Online access for ELA and math curriculum for teachers and students
- Expanded PBIS (Positive Behavior Intervention and Support) to four additional schools
- My Name My Identity resolution and district-wide implementation
- Partnership with San Jose Police Department for bullying intervention for students at LeyVa
- Adoption of easier to use math textbooks for K-3
- Identified extracurricular programs at all sites
- Provided scholarship assistance for regular education teachers to become specialized
- Received "My Name My Identity" Award from the Santa Clara County Office of Education and for the Seal of Bi-literacy
- We introduced salad bars at some of the schools for better nutrition

- Developed a MOU with ETA to allow special education teachers placement on the salary schedule for up to 10 years of credit
- Completion of STEAM labs at elementary schools
- FRC Center opened at Katherine Smith
- Opening of LSI allowing between a traditional and project-based learning
- Added social workers at the district
- Redesign of websites for each school in the district
- Mental health workshops for parents
- Awarded Golden Ribbon designation at two schools
- Signed the contract with Spartan Promise for students to get guaranteed seats at San Jose State University
- Learning Café established at Katherine Smith
- Implemented a Tech Leader Professional Development Program for teachers
- Implemented Board documents online
- Held a district-wide Equity Program
- Offered PLC (Professional Learning Community) training
- Super music program at middle school
- Principal of the Year for Derrick Watkins at Chaboya School
- We do have a super music program at the elementary schools
- Hosted 250 teachers and administrators from across the world for our PBL Institute
- Board passed a Safe Schools Resolution
- Conducted a Youth Truth Survey
- First ever PE unit
- Integration of STEAM in all programs

WHAT ARE THE DISTRICT'S CURRENT INTERNAL WEAKNESSES/CHALLENGES?

Brainstormed List of Perceptions

- Roofs and flooring in poor condition in some locations
- Low levels of ELL reclassification of students
- Understaffed in various District offices – HR, IT and Business
- Lack of qualified bus drivers
- Disorganization at CNS
- Lack of instructional strategies and support for English learners
- Lack of efficient lunch lines
- Gross salad on Fridays
- Lack of specificity in goals and objectives
- Unpopular cafeteria food
- Lack of recruitment and placement of special education professionals
- Consumable textbook materials and online resources for elementary science and social studies have expired for several years
- Not all classrooms are equipped with ceiling-mounted projectors and document cameras
- Inappropriate phone usage by students in class
- Not focusing on being all-around and not just on academics
- Parental concern that not all teachers are teaching the same
- Lack of access to devices at some school sites
- Disappearing arts and sports programs
- Parents feel they don't have input on District decisions (e.g., Chaboya time change)
- Lack of school support for academic teams
- Lack of transportation protocols for special education students
- Too many schools to operate successfully within our budget
- Lack of measurable outcomes from program implementation
- Disconnect between teachers and district
- Lack of security with special programs (e.g., library, smaller class sizes, music) due to lack of funding related to parcel tax

- Limited transportation for sports
- Lack of fundraising opportunities at sites
- Not enough sports
- Lack of facility safety after hours during school sports (e.g., lighting, security)
- Starting year with no ETA contract
- Lack of social/emotional learning and support opportunities at all schools
- Negative stereotypes of LeyVa
- Lack of student performance across all groups
- Lack of community partnership for mental health support
- Lack of TK classroom at Title I school
- Very slow in providing STEAM-based education for students
- Limited access to district gyms by the community
- Lack of tutorial programs at some of the schools
- Four elementary schools lack a full-day kindergarten
- Missing equitable GATE Program
- Lack of dual language program
- Principal's newsletter is not bilingual
- Construction delays in kindergarten bathrooms
- Not enough after-school programs
- Lack of a strategy for competing with charter schools for students
- Lack of a process to transfer schools – District's communication is not timely
- Imbalance in volume of student population
- Parent's views/feelings of the strategic plan are different than the District's
- Continued deficit spending
- Not enough technologies – students have to share
- Lack of understanding of the difference between equity and equality
- Lack of ability to maintain current level of support services
- High teacher/student ratio
- Overcrowded classrooms
- All site fields have not been resurfaced
- Lack of fiscal health to raise revenues
- Lack of district transportation
- Have not identified and communicated specific after school programs at each site
- Field trips cancelled and costs increased due to bus driver shortage
- Lack of new gym equipment
- Lack of parking spaces at all sites
- Issues with cyber bullying, social media and drugs
- Labor negotiations – lack of flexibility of the union regarding rising costs of salaries and benefits
- Salad bars aren't available at all schools – slow implementation
- Increased cost of lunch
- Lack of programs that support students directly (e.g., Equity Forum)
- Lack of representation from all schools
- Understaffed in special education classes
- No mirrors in the bathroom at LeyVa Middle School
- Difficulty attracting lunch servers and bus drivers
- Lack of clarity on how facilities are maintained
- Lack of speech language pathologists and psychologists

WHAT ARE THE EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A POSITIVE IMPACT ON THE EVERGREEN ELEMENTARY SCHOOL DISTRICT IN THE COMING YEAR?

Brainstormed List of Perceptions

- Revenue from high prices for homes
- Tech companies
- Overpopulation – have more diversity
- Universities in the area
- Parent-run after-school program
- STEAM-based programs run externally
- Growing economy
- High demand for the area
- Push for whole child development
- Relationships with community foundations (e.g., Evergreen All Stars, PEER, SVEF)
- Collaboration with the county
- Good reputation
- Partnership with Santa Clara County Probation Department
- East Side Alliance
- AB 2246 – suicide prevention policies
- Collaboration with YMCA
- California is a Sanctuary State
- Food banks
- Technological innovations
- Inclusive (all kids) sports program
- Partnership with Beijing
- Collaboration with City of San Jose regarding parks near school sites
- Open source curriculum
- ASES
- LCFF (Local Control Funding Formula)
- Community support through taxes and bonds
- Santa Clara County Realtors Association
- Working relationship with Councilmember Silvia Arenas
- Partnership with the City around bringing Internet into all homes in San Jose
- Partnership with First Five and The Health Trust
- Walk and Roll collaboration with the city
- New Tech Network
- Sobrato Foundation
- Ed Leader
- Buck Institute
- Partnership with AVID
- ACSA partnership

WHAT ARE THE EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A NEGATIVE IMPACT ON THE EVERGREEN ELEMENTARY SCHOOL DISTRICT IN THE COMING YEAR?

Brainstormed List of Perceptions

- Technology – increased dependency
- Charter schools
- President and Congress hostile to public education
- Families moving out of Santa Clara County due to high cost of education
- Private schools
- Students getting inter-district transfers because students can get other programs that Evergreen doesn't offer
- High suicide rates, especially among LGBTQ youth
- Home schooling
- High cost of housing

- Too much rain
- Earthquake
- Lack of social skills taught to students in schools
- Technology tools are difficult to obtain
- Lack of women in government
- Negative influence of social media
- Stress on the kids causing disruptions in class
- Tough college applications
- Insufficient State funding
- Undiagnosed mental health issues
- Lack of face-to-face communication because of technology
- Drugs
- Gangs
- Impact of climate change
- Increased threat of war
- Families fearing ICE enforcement
- Threat of nuclear war has increased
- Unstable State funding
- Lack of community support for parcel tax
- Decreasing and elimination of some federal funding
- National teacher shortage
- Racial tension in the nation
- Special education costs increasing
- Increased cost of food and food insecurity
- Challenges of diversity
- Uncertain federal policy for Sanctuary State
- Issues with name calling and bullying
- Prison-industrial complex that consumes a huge amount of money
- Secretary of Education
- Declining birth rates
- Bullet train
- Online education
- Declining enrollment
- Increasing retirement costs
- Rising healthcare costs
- Lower math standards for students graduating high school
- Leveling off of State LCFF funding
- Private schools having access to our Title I funds
- Issues such as gender inequality used as a joke
- Lack of positive influences for adolescent children
- Lack of relatable positive influences for students
- Tired students because of long commutes
- Stretched families (both parents working)
- Increased traffic congestion
- World's move to more technology
- Body images issues causing problems in children
- Rising social and emotional needs of students
- Lack of healthy food and physical activity at home
- Students not knowing of current events

BRAINSTORMED STUDENT INPUT ON THE NEW VISION STATEMENT

- Teachers more interactive with students
- Students grow up to be honest, hardworking adults
- Something relatable – doing what you are interested in
- Teachers are encouraging, including with homework
- Hidden talents are uncovered
- Teachers are encouraging when a student has a talent they are hesitant to pursue
- Opportunities for self expression
- Help students avoid doing things, like tests, out of fear
- A teacher as a role model, not just one who focuses on going to college
- Bond with teachers who are a positive influence
- Good relationship between students and teachers
- Where students inspire other students
- Students represent themselves at school
- Relationship between and among teachers, students and parents
- Open to learning from others
- Teachers use themselves as a growth mindset

NEXT STEPS/FOLLOW-UP PROCESS

WHEN	WHO	WHAT
August 29, 2017	Johanna	Distribute the retreat record to those unable to attend or who had to leave early.
Within 48 hours of receipt	All recipients	Read the retreat record.
At the September 21, 2017 Board meeting	Board	Consider the new Mission, Vision, Core Values and Three Year Goals.
By September 22, 2017	Johanna	Post the new Mission, Vision, Core Values and Three Year Goals, as well as the "Strengths" on the website.
By October 1, 2017	Cabinet (Superintendent - lead)	Review the Brainstormed Action Steps and develop into One-Year Objectives to propose to the Board.
Monthly	Board of Trustees & Cabinet	Monitor progress on the goals and objectives and revise objectives (add, amend and/or delete), as needed.
Monthly	Johanna	Prepare and distribute the updated Strategic Plan Monitoring Matrix to Board, staff and on the website.
August 27, 2018 8:00/8:30-3:30	Board of Trustees, Cabinet, Teachers, Students, Union Reps, Classified & Community Representatives	Strategic Planning Retreat to: - more thoroughly assess progress on the Goals and Strategic Objectives. - develop objectives for the next year of the Strategic Plan.

STRATEGIC PLAN ELEMENTS

Marilyn Snider, Strategic Planning Facilitator * Snider and Associates (510) 531-2904

“SWOT” ANALYSIS

Assess the organization's:

- Internal Strengths - Internal Weaknesses
- External Opportunities - External Threats

MISSION/PURPOSE STATEMENT

States WHY the organization exists and WHOM it serves

VISION STATEMENT

A vivid, descriptive image of the future – what the organization will BECOME

CORE VALUES

What the organization values, recognizes and rewards – strongly held beliefs that are freely chosen, publicly affirmed, and acted upon with consistency and repetition

THREE YEAR GOALS

WHAT the organization needs to accomplish (consistent with the Mission and moving the organization towards its Vision) – usually limited to 4 or 5 key areas

KEY PERFORMANCE MEASURES

What success will look like upon achievement of the goal

SIX MONTH STRATEGIC OBJECTIVES

HOW the Goals will be addressed: By when, who is accountable to do what for each of the Goals

FOLLOW-UP PROCESS

Regular, timely monitoring of progress on the goals and objectives; includes setting new objectives every six months