



Mountain View
Whisman
School District

Strategic Plan 2027

Mission
and
Vision

Planning
Process

Our
Goals



About
Us

Initiatives
and
Outcomes

Our
Progress

Content

[The Board of Trustees, Pg. 2](#)

[Message from the Superintendent, Pg. 2](#)

[District Facts, Pg. 3](#)

[District Introduction, Pg. 5](#)

[The Planning Process, Pg. 6](#)

[Mission and Vision, Pg. 8](#)

[Values and Beliefs, Pg. 8](#)

[Goal Areas, Pg 9](#)

[Strategic Plan, Pg. 10](#)

[Progress: Strategic Plan Dashboard, Pg. 24](#)



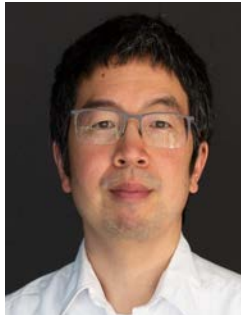
Updated May 25, 2023

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The Board of Trustees



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Message from the Superintendent



Dr. Ayindé Rudolph
Superintendent

Our Strategic Plan guides all of our efforts and enables us to reach goals and improve outcomes for all of our students. Parents, teachers and staff members are deeply committed to kids and go above and beyond every day, and our Strategic Plan helps everyone who interacts with the District play a role in increasing student achievement. It helps employees to understand the expectations and the metrics used to measure success. We are an organization of people who care deeply about every student who walks through our doors.

District Facts

1400 Montecito Ave., Mountain View, CA 94043
www.mvwsd.org 650-526-3500



Enrollment: 4526 (February 2022)

Languages spoken by students: 50

Ethnicity (June 2021):

Hispanic or Latino	1608	33.75%
White	1598	33.54%
Asian	1374	28.84%
African American	93	1.95%
Pacific Islander	35	0.73%
Other	57	1.20%

Free/Reduced Lunch Program: 28.52%

Employees (September 2020): 590

Founded: Mountain View SD: 1854, Whisman SD: 1869
 Merger of Mountain View SD & Whisman SD: 2001

Honors (since 2014)

DigitalPromise League of Innovative Schools (2022)

California Pivotal Practice (CAPP) Award (2022) by the CDE

Bubb Elementary - California Distinguished Elementary School (twice)

Crittenden Middle - California Gold Ribbon School, California Distinguished Middle School

Gabriela Mistral Elementary - California Distinguished Elementary School

Graham Middle - California Gold Ribbon School, California Distinguished Middle School (twice)

Amy Imai Elementary - National Blue Ribbon School, California Distinguished Elementary School (twice, once as Huff Elementary School)

Monta Loma Elementary - California Distinguished Elementary School

Stevenson Elementary - California Distinguished Elementary School (twice)

General Fund Budget (2021-22)

Summary of Revenue: Total: \$88,744,967

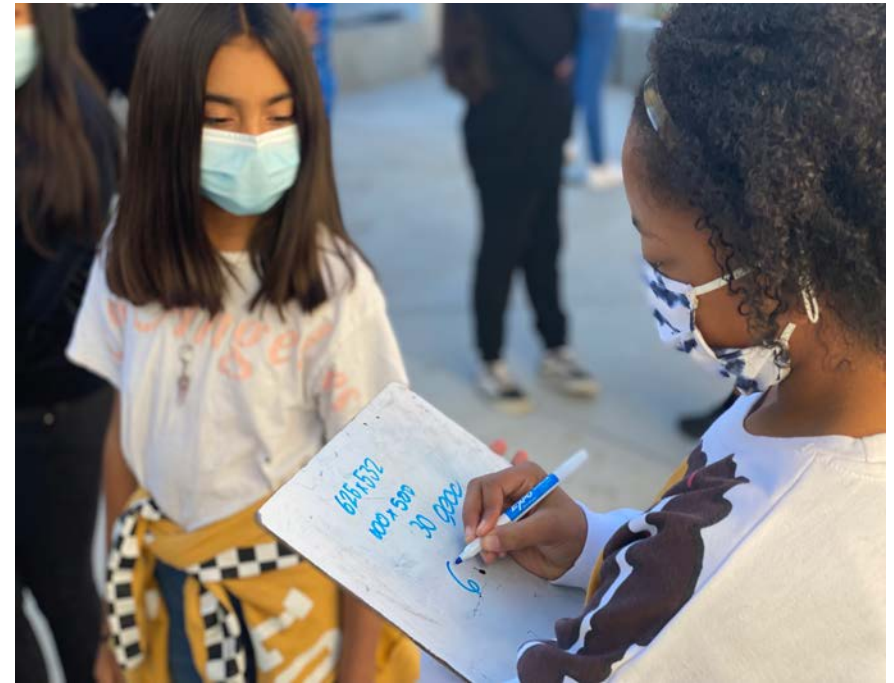
Summary of Expenditure: Total: \$85,132,340

Schools

- Benjamin Bubb Elementary School, Kindergarten – Grade 5
- Mariano Castro Elementary School, Kindergarten – Grade 5
- Gabriela Mistral Elementary School, Kindergarten – Grade 5
- Amy Imai Elementary School, Kindergarten – Grade 5
- Edith Landels Elementary School, Kindergarten – Grade 5
- Monta Loma Elementary School, Kindergarten – Grade 5
- Stevenson Elementary School, Kindergarten – Grade 5
- Theuerkauf Elementary School, Pre-kindergarten – Grade 5
- Jose Antonio Vargas Elementary, Kindergarten – Grade 5

Crittenden Middle School, Grades 6-8

Isaac Newton Graham Middle School, Grades 6-8





District Introduction

Mountain View Whisman School District (MVWSD) is located in Mountain View, Calif., in the heart of Silicon Valley between San Francisco and San Jose. MVWSD, an award-winning district of approximately 4,800 students, serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos High School District; one of the best in the state.

The District provides a broad curriculum that includes art, music (with community support from the Mountain View Educational Foundation), physical education, and specialized programs at some schools such as Spanish- English Dual Immersion (Mistral) and Parent and Child Teacher- PACT (Stevenson). Students and staff have ready access to technology in a 1:1 environment to enhance and support student learning as well as to support the work of teachers, principals, and district-level staff.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

The Planning Process

Strategic Plan 2027, a followup to the successful Strategic Plan 2021, is aligned with two cycles of the District's 3-year Local Control and Accountability Plan (LCAP) and builds on and expands the former plan's successes and areas of need for students.

Parents, students and staff members were asked to engage in several steps during the strategic planning process in meetings, focus groups and surveys.

Stakeholder input: September 2020

- Conducted a districtwide survey with 1134 respondents
- Facilitated input sessions in districtwide groups (PTA leaders, DELAC, DAC)
- Conducted interviews with all Board members
- Facilitated a strategy session with 60 representative stakeholders (parents, board members, teachers, classified staff, school administrators and district leaders)

This work and stakeholder input resulted in a report to the [Board of Trustees \(Oct. 1, 2020\)](#) that included a strategic plan framework - five major goal areas and the general outcomes and themes in each. Next, we gathered input on this framework.

This plan builds on the strengths and assets of our school system, while addressing the most promising opportunities to enhance our work.





Stakeholder input: October 2020

- Parents and staff members gave input at school community meetings at each of MVWSD's 11 school sites
- Parents and staff members completed a districtwide survey of all stakeholders about potential changes they'd like to see in the framework.
- Input from District Advisory Council, District English Language Learners Advisory Council, PTA Leaders, and 11 School Site Councils

November 2020

- The input from the school community meetings and districtwide survey was used to identify goal areas and objectives. Executive leadership refined the framework and drafted objectives.
- The Board of Trustees approved the strategic goal areas and objectives at two meetings on [November 16, 19, 2020](#) ([Spanish here](#)).

January- February 2021

District teams developed strategic initiatives to support each objective and strategic initiative implementation timelines.

March-May 2021

Teams created action plans for each goal area. Implementation began in August 2021.



Mission and Vision

Mission: **We inspire, prepare and empower every student**

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

Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

Goal Areas

All of our strategic work ultimately falls into these five categories.

1 Instruction

Effective and consistent instructional practices that meet the needs of all students

2 SEL

Student social-emotional health

3 Culture

Inclusive and welcoming culture

4 Employees

Effective and engaged employees

5 Resources

Equitable distribution of resources that support student success



Strategic Plan

#1 Effective and consistent instructional practices that meet the needs of all students								
Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1a. Establish a culturally relevant instructional system aligned toward high school readiness	1a.1. Improve the quality of instruction by developing a rigorous and culturally relevant instructional program that is consistently implemented	All teachers will be trained in culturally-responsive instructional methods and the District's curriculum will be reflective of the District's diversity.	Chief Academic Officer/ Director of Equity	None in 2022-23	None in 2023-24	None in 2024-25	Assess cultural awareness and cultural responsiveness of teaching methods of all teachers in ELA/literacy to inform the development of competences and the development of instructional strategies in ELA/literacy aligned to the competencies.	Implementation of culturally responsive competencies and strategies in ELA
	1a.2. Design and implement a highly coordinated college and career readiness program for all students beginning in elementary school.	Each school will have activities that support college, career, and high-school readiness.	Chief Academic Officer	None in 2022-23	None in 2023-24	None in 2024-25	Conduct self assessment of current practices already in place across the District and explore approaches used successfully in other Districts.	Design site based and grade level activities for high school, college and career readiness and train staff for implementation in 2027-28

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

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1a. Establish a culturally relevant instructional system aligned toward high school readiness	1a.3. Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.	Underrepresented students will enroll in accelerated courses at a proportional rate to their peers.	Chief Academic Officer	None in 2022-23	Review data associated with accelerated courses to determine potential barriers for impacting the enrollment of underrepresented groups in these courses. Research practices in middle school math in surrounding districts including pathways, criteria for placement, curricula, and assessments as a foundation for the work in 2024-25	Convene a team of staff and stakeholders to create a plan to ensure that underrepresented students enroll in accelerated courses, specifically, middle school math pathways at proportional rates to their peers. This team will review and adjust math pathways, criteria for placement, and review and recommend new curriculum at the middle school level.	Implement the the middle school plan and make revisions as necessary. Research practices in elementary school math in surrounding districts including but not limited to instructional strategies, support staff, curricula and assessments as a foundation for the work in 2024-25	Convene a team of staff and stakeholders to create a plan to ensure that underrepresented students enroll in accelerated courses, specifically, middle school math pathways at proportional rates to their peers. This team will review and recommend new curriculum at the elementary school level and recommend supplemental supports for improving math instruction in elementary schools (i.e. math specific coaches, strategies etc).

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

Objectives	Strategic	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1b. Ensure targeted instructional opportunities that maximize learning for all students	1b.1. Fully develop MVWSD's Multi Tiered System of support to improve instruction, differentiate learning and align systems.	All site staff will be trained and implement the district wide MTSS.	Chief Academic Officer	Design and formalize procedures and forms for data analysis using universal data cycles (UDC) & coordination of services (COST) team process. Develop first iteration of tiered structure and interventions. Design rollout and implementation plan for remaining years. Provide initial training to site leaders.	Full implementation of UDC and COST processes. Gather feedback on UDC and COST process to revise and refine as needed. Train leaders on SST process and implementation. Examine current practices in academics, social & emotional, and behavior to build upon tiered system of interventions.	Continued implementation of UDC, COST, and SST Processes. Continue to build and refine tiered practices in academics, social & emotional, and behavior.	Revise and refine based on data collected during implementation	Full implementation and evaluation of MTSS
1c. Establish systemic approaches for student directed learning	1c.1. Develop and implement innovative, student-directed instructional approaches and guiding principles to create a culture of student directed learning.	Sites will identify student-directed approach and train their staff.	Chief Academic Officer	None in 2022-23	None in 2023-24	None in 2024-25	None in 2025-26	Assess current teaching methods in terms of teacher directed versus student directed to inform the development of approaches and strategies

#2 Student social emotional health

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
2a. Equitably and effectively support positive student behavior	2a.1. Develop and implement a “whole school, whole community, whole child” model.	MVWSD will implement a whole school, whole community, whole child approach that provides a safe and supportive campus.	Director of Student Support Services and Special Education	Communicate Health & Wellness (H&W) Goals. Conduct resource mapping to identify site-based Professional Development needs related to H&W goals.	Provide site-based trainings for resource mapping outcomes to support H & W goals	Administer H&W survey. Update H&W goals & refine site based PD to meet new goals.	Continue site based trainings to support H&W goals.	Evaluate and determine next steps.
2b. Ensure an integrated, consistent approach to social emotional learning	2b.1. Implement a competency-based SEL model	MVWSD will have a clearly defined approach for social emotional instructional practices that includes annual training.	Director of Student Support Services and Special Education	Disseminate & seek stakeholder feedback on Social Emotional Developmental Targets and define MVWSD-focused targets and instructional practices. Begin roll out of Social Emotional Measurement Tool.	Begin training differentiated cohorts of teachers on MVWSD-focused Social Emotional Developmental Targets & instructional practices. Evaluate and expand use of SE Measurement Tool.	Continue training cohorts & evaluate use of instructional practices. Continue to expand use of SE Measurement tool.	Continue training cohorts. Full implementation of SE Measurement Tool.	Evaluate effectiveness of SE Measurement Tool. Evaluate continuum of social-emotional instructional practices. Determine next steps.

#2 Student social emotional health								
Objectives	Strategic Initiatives	Outcomes	Owner	2022-23	2023-24	Actions		
						2024-25	2025-26	2026-27
2b. Ensure an integrated, consistent approach to social emotional learning	2b.2. Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS	Students and families will have access to evidence-based prevention and mental health interventions.	Director of Student Support Services and Special Education	Analyze data to inform and identify continuum of SEL care. Training and development of COST teams is moved to MTSS Goal 1.b.1	Study existing continuum of care alignment with initial MTSS design. Examine readiness for Wellness Center expansion. Implementation of District & site COST meetings is moved to MTSS Goal 1.b.1	Utilize MTSS-aligned continuum of care & revise as needed.	Utilize MTSS-aligned continuum of care & revise as needed.	Utilize MTSS-aligned continuum of care & revise as needed.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3a. Expand and enhance opportunities for stakeholder voice	3a.1. Identify and assess meaningful, ongoing and sustainable community engagement practices and patterns - including stakeholders not typically active in the engagement process- beginning with a vision for what meaningful engagement with diverse stakeholders and strategies looks like.	MVWSD and school sites will have multiple modes and mediums for parent and community engagement.	Director of Federal, State, and Strategic Programs	No action in this year.	<p>Conduct needs assessment via stakeholder feedback on challenges to engagement. Establish a vision for meaningful engagement and determine next steps, including affinity groups if applicable.</p> <p>Research examples of community events/projects that engage all stakeholder groups, including current or past traditions at MVWSD schools. Find or build a tool to evaluate events through an equity lens, then evaluate examples using that tool.</p>	<p>Identify and collect the most common issues for which families seek out assistance from staff and other parents/ community members. Create an "engagement index," a tool that can be used as a reference by any community member to identify the most likely sources of help for any common situation.</p> <p>Each school's representative stakeholder group identifies, plans, and executes one new or revised community event that is culturally relevant and engaging.</p>	<p>Assess and refine the vision and tools created so far. Examine the role of district and site personnel as well as various established groups in our school district that promote (or inadvertently stifle) active parent engagement to determine next steps.</p> <p>Each school's representative stakeholder group identifies, plans, and executes one additional new or revised community event.</p>	Assess and refine

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3b. Expand and enhance culturally relevant approaches to student, parent and community engagement	3b.1. Engage in actions based on a Community Equity Framework that will help us build habits of practice to increase inclusivity.	An Equity Dashboard will be created that is reported out to the community on an annual basis.	Director of Equity	Engage multiple stakeholder groups in a process to identify and crystalize a set of Equity metrics (framework) along with a reporting mechanism (scorecard) for school sites to use to chart the progress of their work towards more equitable outcomes for student groups.	Train all site leaders in the data analysis processes and tools necessary to self-evaluate their site using the Equity framework and scorecard. By the end of the year, pilot the scorecard reporting and communication with the broader community.	Integrate the Equity framework and scorecard elements into site goals that inform that year's school site engagement with equity needs and pilot the use of a public-facing dashboard to share our district's progress towards educational equity.	Use previous year's data to report on comparative data sets (metrics over time) while revising/enhancing set of metrics and dashboard as needed.	Summative evaluation of integration of Equity framework metrics; report on comparative data sets (metrics over time); Given progress or struggle -- target specific pieces of Equity framework that can be leveraged more effectively in the next strategic plan

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3c. Enhance capacity of all parents to support student learning	3c.1. Streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences and tone.	District and School communities will have access to effectively differentiate communications by audience, supported by written procedures, training and an effective, web-based communication system.	Public Information Officer, Director of Federal, State, and Strategic Programs, Communications Specialist, Director of Technology	Research systems, tools, practices, formats, etc, for audience segmentation. Refine new policies and practices and communicate with stakeholders.	Spring 2024: Set up pilot and obtain feedback from stakeholders on testing.	Fall 2024: Rollout new platform at more schools. Train and implement new tools and approaches.	Train and implement new tools and approaches.	Evaluate new tools and approaches and make changes if necessary.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3c. Enhance capacity of all parents to support student learning	3c.3. Work directly and collaboratively with parents to build our mutual capacity to support student learning	MVWSD will provide access to instructional resources to help parents support their children's learning.	Director of Federal, State, and Strategic Programs, Public Information Officer	Assessment of current Parent University practices; updated Parent University coursework	Research and develop standards for parent understanding of how to support their children with school.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.

#4 Effective and engaged employees

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
4a. Attract and retain diverse, quality employees	4a.1. Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.	Demographics of new staff will more closely reflect the student demographics in MVWSD.	Chief Human Relations Officer	Assess staff and student diversity and current recruiting and hiring practices and explore best practices for recruiting and hiring a diverse workforce.	Engage stakeholder groups in the development of a plan to recruit and hire a more diverse workforce. Provide diversity and equity training to hiring teams .	Implement recruiting and hiring practices that reflect the diversity of MVWSD students.	Refine and revise recruiting and hiring practices. Provide additional training to the hiring teams relating to equality and diversity in staff recruiting and hiring. Continue to assess staff and student diversity.	Implement revised recruiting and hiring practices that reflect the diversity of MVWSD students. Continue to assess and revise recruiting and hiring strategies.

#4 Effective and engaged employees

Objectives	Strategic Initiatives	Outcomes	Owner	2022-23	Actions			
					2023-24	2024-25	2025-26	2026-27
4b. Adopt an approach to differentiated professional development aligned with student success for all employee	4b.1. Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.	MVWSD will have a clear PD program that is data driven, collaborative, targeted, and meets the needs of staff.	Chief Human Relations Officer	No action in this year.	Assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. Assess retention rates and exit surveys.	Convene certificated and classified professional development committees to develop a high quality professional development programs including differentiation, collaboration, and data driven practices .	Implement high quality professional development programs.	Assess the effectiveness of the professional development programs.
4c. Build leadership skills to support future district needs	4c.1. Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.	MVWSD will create clear leadership pathways and provide clear leadership opportunities for all staff.	Chief Human Relations Officer	No action in this year.	Conduct an assessment of leadership opportunities for staff	Engage stakeholder groups to develop clear leadership pathways	Develop systems to promote leadership opportunities and pathways	Assess and refine leadership pathways and leadership opportunities for all staff

#5 Equitable distribution of resources that support student success

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5a. Ensure facilities and resources equitably serve all students	5a.1. District-wide equitable facility standards that are publicly available and shared with stakeholders. Standards are reviewed annually.	All schools meet the District standard for facilities by 2027.	Chief Business Officer	Hold meetings with relevant stakeholders to identify resources standards across the District and create documentation	Train staff on identification of standards and work towards standardization.	Continue to train staff on identification of standards and work towards standardization.	Continue to train staff on identification of standards and work towards standardization.	Have fully implemented standards at all sites.
	5a.2. Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.	Every student has access to a nutritionally balanced daily meal.	Chief Business Officer, Director of Food Service	Continue to support access to breakfast and lunch that meet or exceed National School Lunch standards and find ways to improve meal quality while balancing the Child Nutrition Fund.	Research and adjust areas of child nutrition found to need support. This includes food quality and labor costs. Continue to hold focus group to discuss parent, student, and staff requests.	Research and adjust strategy based on findings. Continue focus group meetings.	Research and adjust strategy based on findings. Conduct student and parent survey in addition to holding the focus group.	Improved meal delivery/ quality strategy implemented


#5 Equitable distribution of resources that support student success




Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5a. Ensure facilities and resources equitably serve all students	5a.3. Provide feasible District run after school program for academics and social support for all students.	Due to the Expanded Learning Opportunity Program (ELOP) this goal will now fall under the ELOP program.	Chief Business Officer	--	--	--	--	--
5b. Strengthen infrastructure for flexible learning environments	5b.1. Create a web-page that holds resources that parents can access 24 hours a day and during the summer to help their child with academics.	Provide students and parents with 24 hour access to curriculum supports and activities to support learning.	Chief Business Officer	Hold meetings with Ed Services and Technology to determine what additional programs and curriculum could be accessible for students from home or after school. Involve relevant stakeholders as needed.	Research and create a timeline for implementation of 24 hour access with specific programs based on needs.	Analyze implementation and usage of 24 hour access programs. Adjust based on student and parent needs.	Monitor usage and evolving areas of need for students and parents related to 24 hour learning access. Adjust offerings as needed.	24 hour learning access implemented





#5 Equitable distribution of resources that support student success




Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5b. Strengthen infrastructure for flexible learning environments	5b.2. Ensure that students have access to the internet inside and outside of school with support for families.	Students will have access to Internet in/out of school, and receive tech support and education.	Chief Business Officer, Technology Director	CBRS implemented at all school sites. Initial rollout of CBRS routers to families	Review of CBRS coverage to identify dead zone. Additional distribution of CBRS routers to families	Research and implement solutions to address dead zones in coverage. Additional distribution of CBRS routers to families	Research and implement solutions to address dead zones in coverage. Additional distribution of CBRS routers to families	Research latest CBRS technology to determine if newer equipment needed at high usage sites. Additional distribution of CBRS routers to families
	5b.3. Investigate and implement practical flexible learning environments outside the classrooms that meet the needs of diverse student learners and create green campuses. Work to find solutions to the future student growth.	Provide flexible and environmentally-sustainable learning environments outside the classroom which meet the diverse needs of students and plan for future student growth	Chief Business Officer	Internally start the planning process of flexible learning environments by looking at current conditions and greenery. Meet with Environmental Sustainability Advisory Council to develop a Green Score for each school site.	Beginning the flexible learning environments planning process with stakeholders and architects to determine areas of need and growth. Start to plan for future growth.	Flexible physical learning environments: After stakeholder input, schedule construction. Continue the conversation about future growth with stakeholders.	Flexible physical learning environments: Construction. Continue the conversation about future growth with stakeholders.	Flexible physical learning environments: Implemented. Continue the conversation about future growth with stakeholders.


Our Progress- Strategic Plan Dashboard






#1 Effective and consistent instructional practices that meet the needs of all students - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Design and formalize procedures and forms for data analysis using universal data cycles (UDC) & coordination of services (COST) team process. Develop first iteration of tiered structure and interventions. Design rollout and implementation plan for remaining years. Provide initial training to site leaders.	Revise and refine MTSS process and develop Phase 2 rollout/implementation plan for 2023-24	Chief Academic Officer

#2 Student social emotional health - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Communicate Health & Wellness (H&W) Goals. Conduct resource mapping to identify site-based Professional Development needs related to H&W goals.	Create Professional Development plan related to H&W goals.	Director of Student Support Services and Special Education
	Disseminate & seek stakeholder feedback on Social Emotional Developmental Targets and define MWSD-focused targets and instructional practices. Begin roll out of Social Emotional Measurement Tool.	Roll out Social Emotional Measurement Tool (Sown to Grow).	Director of Student Support Services and Special Education
	Analyze data to inform and identify continuum of SEL care.	Identify Coordination of Services Team (COST) members.	Director of Student Support Services and Special Education

Key	
	Completed, ahead of the year in which the action was due
	Completed (or almost) in the year the action was due
	In progress
	Remediation plan in progress

#3 Inclusive and welcoming culture - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Engage multiple stakeholder groups in a process to identify and crystalize a set of Equity metrics (framework) along with a reporting mechanism (scorecard) for school sites to use to chart the progress of their work towards more equitable outcomes for student groups.	Identify a set of Equity metrics for an Equity scorecard.	Director of Equity
	Research systems, tools, practices, formats, etc, for audience segmentation. Refine new policies and practices and communicate with stakeholders.	Assess a variety and select a communications vendor for pilot testing with our parents and staff members.	Public Information Officer
	Assessment of current Parent University practices; updated Parent University coursework	Analyze survey data from new parent university coursework to inform adjustments for 23-24.	Director of Federal, State and Strategic Programs

#4 Effective and engaged employees - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Assess staff and student diversity and current recruiting and hiring practices and explore best practices for recruiting and hiring a diverse workforce.	1.) Review current data to identify how staff diversity reflects student demographics. 2.) Identify best practices in recruiting and hiring a diverse workforce.	Chief Human Resources Officer

#5 Equitable distribution of resources that support student success - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Hold meetings with relevant stakeholders to identify facilities standards across the District and create documentation.	Develop district standard for facilities.	Chief Business Officer
	Continue to support access to breakfast and lunch that meet or exceed National School Lunch standards and find ways to improve meal quality while balancing the Child Nutrition Fund.	Create a list of recommendations for a cost-neutral food service program.	Chief Business Officer
	Hold meetings with Ed Services and Technology to determine what additional programs and curriculum could be accessible for students from home or after school. Involve relevant stakeholders as needed.	Create a list for parents for at-home, asynchronous learning opportunities.	Chief Business Officer
	CBRS implemented at all school sites. Initial rollout of CBRS routers to families	CBRS radios installed at every school campus and 250 users using the network	Chief Business Officer, Director of Technology
	Internally start the planning process of flexible learning environments by looking at current conditions and greenery. Work to develop a Green Score.	N/A	Chief Business Officer

