

MENLO PARK CITY SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN

**MISSION
STRATEGIC DIRECTIONS
GOALS
QUALITY INDICATORS**



**Presented to the Board of Education
May 13, 2003
by
Superintendent Kenneth Ranella
on behalf of the
Strategic Planning Steering Committee**

CONTENTS

Foreword	i
Membership of Strategic Planning Steering Committee	1
Strategic Planning Process & Timeline	2
Findings of Strategic Planning Steering Committee	4
Mission and Directions of Strategic Plan	10
Strategic Goals & Quality Indicators	11
Recommended Use of Allocation from the MPAEF	17

FOREWORD

The Mission Statement, Strategic Directions, Goals and Quality Indicators of the District Strategic Plan are presented to the Board of Education following an eight-month process. The process included assessing the perspective of the community and staff, examining the current conditions of the schools and identifying the potential challenges that the District will face in the future. The process was constructed and facilitated by Peter Burchyns from the San Mateo County Office of Education and District Superintendent Ken Ranella.

Purposes

The Strategic Plan serves several purposes:

- The Plan clarifies the overall mission and direction of the District for five years.
- The Plan serves to encourage improvement, progress and excellence within its instructional program and operations.
- The Plan identifies areas of focus for the District that reflect the priorities and values of the full School Community.
- The Plan ensures systematic and structured planning.
- The Plan provides a long-term framework for leading and managing change and improvement.

Hard Work of Quality

The Strategic Direction and Goals focus on building the organizational capacity of instructional programs and District operations to provide the best services as possible to our students and community. Rather than sweeping initiatives for change, the components of the Plan intend to build upon the strengths of the District as identified by parents and staff and to reflect the values and qualities that have contributed to the success of the schools. The Plan also challenges the staff towards higher levels of accountability where objective measures of evaluation are introduced to ensure clarity of decision-making and planning.

Structure

The Strategic Planning Steering Committee has established a structure for the Plan that not only provides multiyear focuses through the development of the District Mission and Strategic Directions, but also a dynamic process for establishing goals, assessing progress and outcomes and revising the goals as conditions change within the District or within public schools generally. The following are the components of the Strategic Plan:

Mission Statement – A clear statement of purpose for the District

Strategic Directions – Broad, generalized directions that focus the District on the pursuit of excellence in key areas of district operations, reflecting the District Mission.

Goals – Identified outcomes that respond to the Strategic Directions and can be assessed to determine progress and levels of accomplishments. The goals shall be revised and replaced incrementally during the term of the Strategic Plan to reflect conditions, identified needs and necessary challenges

Quality Indicators – Statements of accountability that provide evidence of progress or achievement of goals, demonstrated whenever possible through student performance and achievement

Action Plan – Scheduled administrative planning to achieve the identified goals including participants, activities, and timelines. (Action plans will be developed for Board approval by fall of 2003.)

Roles and Responsibilities

It is the responsibility of the Superintendent and the administrative staff to direct the District towards the accomplishments of goals through the construction and monitoring of action plans. An annual schedule of meetings of the Strategic Planning Steering Committee, including representatives of staff, parents and board members, will assess progress and recommend the revision of current goals or the additions of others that develop the Strategic Directions. After a review of appropriate data and a scan of environmental factors, the Steering Committee will annually develop a report to the Board of Education regarding the progress towards the achievement of goals. All modifications and/or revisions of the Plan will be recommended to the Governing Board for adoption.

STRATEGIC PLANNING STEERING COMMITTEE

MEMBERSHIP:

ADMINISTRATORS

Ken Ranella, Supt.
Jo Sauer Mitchell, Asst. Supt.
Mike Moore, Hillview MS Principal
Nancy Hendry, Laurel Principal

TEACHERS

Linda Globus, Laurel School
Chris Arrington, Encinal School
Bill Quarre, Oak Knoll School
Will Haug, Hillview MS

CLASSIFIED EMPLOYEES

Julie Wyreman, Oak Knoll School
Sandy Walsh, Hillview MS

PARENTS

Jill Parker, Laurel School
Pam Larkin, Encinal School
Susan Young, Oak Knoll School
David Jones, Hillview MS

SCHOOL BOARD MEMBERS

Carol Orton
Laura Rich

FACILITATOR

Peter Burchyns, Administrator
County Office of Education

SUBCOMMITTEES:

Writing Subcommittee

Ken Ranella, Jo Mitchell, Pam Larkin,
Susan Young, Jill Parker

Foreign Language Research Committee

Ken Ranella, Jill Parker, Susan Young

Private Schools Research Committee

Jill Parker
Susan Young

Instructional Time Research Committee

Jo Mitchell, Bill Quarre, Susan Young

STRATEGIC PLANNING PROCESS & TIMELINE

AUTHORIZATION & DIRECTION

OCTOBER 17, 2002 Board of Education authorization
of planning process and timeline

STAFF & COMMUNITY INPUT

NOVEMBER 13, 14, 19 Community & parent forums

NOVEMBER 1 Elementary Teachers
NOVEMBER 14 Classified Employees
NOVEMBER 19 Middle School Teachers

DECEMBER 13 Deadline - Parent/Staff Surveys

STEERING COMMITTEE MEETINGS

DECEMBER 11 Orientation

JANUARY 22, 2003 Review of Data – Parent/Staff surveys
and development of conclusions

FEBRUARY 11 Environmental scan of Curriculum &
Instruction

Environmental scan of Special Education

Comparison study of STAR results from
identified districts

Review of Board’s draft of District Mission
Statement

FEBRUARY 27 Environmental scan of Technology

Environmental scan of School Finances and
District Budget

Environmental scan of Personnel, Staffing,
and Staff Development

MARCH 19 Environmental scan of Parent/Community
Relationships

Environmental scan of District Facilities and
Equipment

Report from subcommittee on Comparison
Study of Private Schools

Report from subcommittee on Private/Public
Schools’ Foreign Language programs

Report from subcommittee on the Use and Organization of Instructional Time

Preliminary planning of Strategic Plan

Authorization of subcommittee to write plan

APRIL 9

Review of Goals and Quality Indicators

WRITING SUBCOMMITTEE

MARCH 24

Development of assignments and review of Steering Committee conclusion

APRIL 2

Review and revision of draft

MAY 5

Final revisions
Development of report to the Board

THE WORK OF THE BOARD OF EDUCATION

FEBRUARY 6

Development of draft of District Mission Statement

MARCH 13

Adoption of District Mission Statement

APRIL 22

Review and revisions of Strategic Directions, Goals, and Quality Indicators

STRATEGIC PLANNING STEERING COMMITTEE FINDINGS

The primary responsibility of the Strategic Planning Steering Committee was the development of the Strategic Directions, Goals and Quality Indicators that reflected the Mission Statement as written by the Board of Education. The process included nine meetings of which four were full workdays. Extended work by subcommittees for research and writing were conducted in addition. The Steering Committee analyzed the data collected through parent and staff forums and surveys, conducted environmental scans of current conditions within the District, researched both private and public schools, and reviewed innovative and exemplary practices in organizations outside of the District. The following are concise statements of major findings of the Steering Committee relative to the Mission and the Strategic Directions. What is not included in this document is the considerable discussion, debate, and interaction of the Steering Committee as it conducted its work.

District Organizational Purposes as Defined in the Mission

1. Parents identified the following as the greatest level of importance for District schools:
 - Staff Recruitment and Retention
 - Critical Thinking Skills
 - Strong Academic Core Program
 - Love of Learning and Creativity
 - Positive Home Environment that Supports Learning
 - Safe School Environment
 - High Standards
 - Inspirational, Motivational, and Innovative Teachers
 - Promotion of Self Esteem
 - Appropriate Books and Instructional Materials

2. The staff identification of the greatest level of importance for District schools were identical to the parents except for Positive Home Environment That Supports Learning. Instead the staff indicated the following:
 - The Educational Program Meeting the Needs of All Students

3. A review of the Secretary of Labor's list of foundation skills and workplace competencies produced an identification of the following as additional competencies for successful students:
 - Ability to manage time
 - Ability to function in a global and local community
 - Internal motivation
 - Speaks two languages
 - Uses technology
 - Independent learner
 - Culturally literate
 - Critical thinkers
 - Ability to handle large amounts of information
 - Communicates with the audience in mind
 - Socially aware
 - Inquiring mind
 - Applies knowledge
 - Synthesizes thoughts
 - Makes good healthy choices
 - Prepared for multiple careers

4. The Committee in its review of parent and staff perspectives concluded that the purpose of the schools is to develop the whole child including academic, social, emotional, and physical.

5. The Committee in its review of parent and staff perspectives concluded that the “Core Program” in Menlo Park City schools includes the arts, enrichments and extensions of learning, and physical and emotional development.
6. The Committee recognized that both parents and staff believe that cooperative relationships among parents and staff for the purposes of educating students is of high value.

Direction #1 – Committing to Highly Qualified and Inspired Educators and Staff.

1. Inspirational, motivated and inspired staff was ranked as of highest importance in the parent and staff survey.
2. According to the survey, parents and staff indicated a significant gap between the level of importance and the level of quality for the Districts ability to recruit and maintain quality teachers.
3. An environmental scan concluded that the District had hired 82 new teachers in the last three years and the training and development of new staff according to the high standards of the District was extremely important.
4. An environmental scan concluded that 24% of the staff had less than three years of experience as professional educators which challenges the District in training and staff development programs.
5. An environmental scan found that 44% of the administrators were new to the District within the last three years.
6. The Steering Committee concluded that the supervision and the evaluation of staff and programs by site administrators was of utmost importance and questioned the available time and resources for administrators to adequately provide this service given other challenges and constraints of management.
7. An analysis of compensation of the teaching staff indicated that the District was comparable at lower ranges to other “high wealth” districts but was not fully competitive at the higher ranges.
8. An environmental scan indicated that a significant percentage of teachers possess higher degrees and level of education.
9. The staff survey and an environmental scan indicated a level of inadequacy regarding the amount and quality time available for planning, training and individual reflection.
10. A comparison study of other local “high wealth” districts indicate that the workday and work year are similar except for Portola Valley where includes three additional days for staff development are included.
11. An environmental scan of our current staff development programs indicate an ambitious agenda and require the recycling of inservices to new staff in subsequent years after inservice is provided to the general staff.
12. An environmental scan regarding the number of substitute teachers and the scheduling of planning and inservice within the instructional day affects the instructional program to students.
13. Students within its forum and survey indicated that the number and quality of substitute teachers was of considerable concern.
14. The highest priority of parents for the enhancement of parent communications and relations is the reconfiguration of parent conferences with fewer minimum days.

Direction #2 – Sustaining and Refining A Comprehensive Program

1. The Steering Committee concluded that a comprehensive program includes the arts and extensions and enrichments including physical education.
2. Parents indicated that one of the lowest levels of quality is the consistency of the educational program among classes of the same grade level.
3. The Parent Survey targeted writing and mathematics respectively as the two core academic areas as needing improvement.
4. An analysis of district testing data indicated that achievement in mathematics is equally strong in comparison to other academic areas. Student achievement in mathematics in the middle school was particularly strong in accelerated tracks in comparison to other similar “high wealth” districts.
5. The Parent Survey targeted foreign language, music and visual arts as highest priorities respectively for enrichment programs in the elementary grades.
6. The Staff Survey ranked foreign language in the elementary grades as a low priority for development.
7. Considerable discussion within the Steering Committee differentiated between a foreign language program that fully develops linguistic skills or one that provides for cultural exploration that includes some linguistic skills. The Committee concluded that a cultural exploration program was adequately covered within the social studies curriculum.
8. An external environmental scan demonstrated that the State’s curriculum and assessment program encourages public school districts (and sometimes legally requires) to develop a system of review and revision and development that is consistent with the State standards, textbook adoption cycle, and assessment programs. Financial and political leverage purposefully encourages public school districts to comply with State direction.
9. It was determined that parents highly regard programs for accelerated students while staff indicates greater concerns for remedial and grade-level ability students.
10. After a comparison analysis of STAR results (SAT 9 and California Standards Tests) and API data with the schools of Las Lomas, Portola Valley, Woodside, Hillsborough, and Walter Hayes School in Palo Alto, the following were conclusions:
 - There are demographic differences between the families of Menlo Park schools and several of the other districts included in the comparison.
 - Menlo Park has slightly more students performing in the lowest quartile.
 - Several of the highest achieving schools record a much higher percentage of students in the highest quartile of performance.
 - Improving testing results may require programs that intentionally move a higher percentage of students from the 2nd to the 3rd quartiles or from the 3rd to the 4th quartiles.
 - The manner in which the APIs of schools are calculated by the State indicates that the lower level of APIs in Menlo Park City schools is statistically insignificant.
 - The performance of Hillview Middle School, particularly in mathematics among accelerated tracks, is significantly higher than many similar schools.
 - Test scores within all districts indicate a higher level of performance at the upper elementary grades and a lower level of performance at the middle school level. APIs of schools configured with upper elementary and middle school students together within one school benefit statistically in the calculation of APIs.
 - Laurel School possesses the highest level of English Language Learners in comparison to all schools that were analyzed.

11. The Steering Committee concluded that State testing fails to fully evaluate the quality of Menlo Park City schools, yet the District has not developed evaluation systems that can measure progress or success over time. It further concluded that methods of evaluation should be expanded particularly related to the success of students beyond the District. It was noted that assessment tools that provide comparison data of performance internationally are desirable.
12. The Steering Committee concluded that “striving for the best test scores of comparable districts” is not of the highest value among parents or staff as long as consistent progress is demonstrated and other evaluative tools and systems are developed, implemented and understandable.
13. The Steering Committee concluded that a consistent cycle of research/development, structured implementation, and program evaluation, scheduled over a multi-year program would assist in the refinement and improvement of curriculum programs as long as objective analysis of data was used in decision-making and planning.
14. The Steering Committee concluded that an initiative to introduce foreign language within the elementary grades needed far more research and consideration than the Committee could provide this year. It recognized that the impact on instructional time and the current budget constraints were obstacles that need considerable research and creative planning.

Direction #3 – Promoting the Best Instructional Strategies

1. Meeting the needs of all students was indicated as one of the highest level of importance by the staff survey.
2. A review of research and the current initiative within the District to engage a full, multi-year staff development program for the differentiation of instruction influenced the Steering Committee’s direction.
3. It was concluded that differentiating instruction in the regular education classroom was a primary strategy for serving the needs of gifted and accelerated students.
4. An analysis of instructional time indicated a high level of pullout programs in the schools causing substantial scheduling challenges and affected extended periods for instruction in elementary classes.
5. An environmental scan of technology indicated a high level of development of infrastructure, hardware, and software, yet varying levels of integration into instruction within District schools.
6. An environmental scan of District training programs indicated a high level of commitment by teachers. Programs such as BTSA and MTI are providing services for individual professional growth. District sponsored staff development was focused on best practices for science instruction and implementation of adopted programs such as mathematics and language arts.
7. Instructional strategies that promote a love of learning and critical thinking were ranked highly important by parents and staff.
8. The Parent Survey indicated a high level of concern about the amount and relevancy of homework and the parental involvement needed for students to complete homework.

9. A review of private schools indicated the following
 - Class sizes are lower
 - Instructional time is similar
 - Academic program is similar particularly at the middle school
 - Electives and enrichments vary greatly.
 - Private schools require high scholarship of students prior to enrollment.
10. An environmental scan noted that few staff development programs are implemented for classified employees, nor is professional development a significant aspect of supervision and evaluation.

Direction #4 – Supporting an Enhanced Educational Environment

1. Management of school facilities was rated relatively lower in quality than other areas of district operations in the parent survey.
2. Upgrade of equipment for instruction and fine arts facilities were indicated as the highest priorities for enhancement.
3. An environmental scan of facilities indicates substantial improvement of school campuses after modernization and new construction at the sites.
4. The environmental scan indicates that additional improvements of facilities are necessary, particularly the replacement of costly leased portables, site development, and improvement of acoustics of multipurpose facilities. The District Office was also noted as needing improvement and renovation.
5. Student stress was indicated in the parent and staff surveys as high concerns.
6. Programs to address peer pressure and other social/emotional issues were determined as the highest priority for enhancement by parents.
7. The Committee concluded that the emotional and social welfare of students was of paramount importance to parents staff and a necessary component for the success of students.
8. Parents indicated that additional information to parents about core instructional programs is highly important and needed.
9. The subcommittee researching private schools reported that communication to parents regarding instructional programs was much improved compared to Menlo Park schools.
10. The Committee concluded that in its environmental scan and through surveys of both parents and staff that the participation and involvement of parents is of highest quality. This was verified by an analysis of other districts and private schools. The Committee also concluded that the staff’s management of volunteer service by parents requires attention, and “forthright parents” are sometimes difficult to engage successfully.

Direction #5 – Securing Long-Term Financial Stability

1. An environmental scan of the District budget, the Governor’s Proposal and the long-term conditions of the State finances indicated a substantial challenge to maintain exemplary programs and achieve the goals of the Strategic Plan.
2. An environmental scan indicated that the parent community and staff was highly apprised of the financial challenges of the District and was concerned about the financial future.
3. The Committee concluded through its environmental scan that local funding through the Foundation and parcel taxes was of significant importance to maintain exemplary programs and to promote initiatives for improvement.
4. The Committee concluded that the management of financial resources and the budget had reached extraordinary importance considering current risk in revenue. Development and management of the District Budget must ensure that it is relevant to needs, establishes necessary priorities, and reflects the values of the District.
5. The Committee concluded that a Strategic Direction and appropriate goals for finances should be included as a major component of the overall plan given current conditions and concerns.

MISSION AND DIRECTIONS OF THE DISTRICT STRATEGIC PLAN

MISSION

We are a community of educators, scholars, parents and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in a democratic society.

STRATEGIC DIRECTIONS

Direction #1 – Committing to Highly Qualified and Inspired Educators and Staff

The Menlo Park City School District will recruit, retain, develop, and support the highest quality of staff who are knowledgeable, skillful, and innovative, and who can inspire and motivate students and each other.

Direction #2 – Sustaining and Refining a Comprehensive Educational Program

The Menlo Park City School District will continuously plan, implement, and assess a coordinated, articulated and comprehensive educational program of high academic standards that extends and expands student learning, using interesting and relevant textbooks and instructional materials.

Direction #3 – Promoting the Best Instructional Strategies

The Menlo Park City School District will promote among each educational program and individual teacher the capability to use the best practices of instruction not only to build the academic skills of each learner whether remedial or accelerated, but also to foster among all students an intellectual curiosity, critical thinking and the love of learning.

Direction #4 – Supporting an Enhanced Educational Environment

The Menlo Park City School District will promote and ensure the environmental conditions at its schools that optimize student success and well being.

Direction #5 – Securing Long-Term Financial Stability

The Menlo Park City School District, working with the broader educational community and parent organizations, will maximize state, federal, and local revenue to ensure a financial stability for the allocation of necessary resources to its schools.

COMMITTING TO HIGHLY QUALIFIED AND INSPIRED EDUCATORS AND STAFF

STRATEGIC DIRECTION

The Menlo Park City School District will recruit, retain, develop, and support the highest quality of staff who are knowledgeable, skillful, and innovative, and who can inspire and motivate students and each other.

STRATEGIC GOALS AND QUALITY INDICATORS

1. A competitive compensation of salary and benefits will be implemented and supported within the financial limits of the District to ensure the recruitment and retention of qualified and experienced staff.

QUALITY INDICATORS:

- Compensation packages for all employees rank in the upper quartile of all comparable local districts.
- National recruitment processes yields highly qualified candidates for vacancies.
- The selection of staff yields the top candidates of each field of applicants for all vacancies.
- The retention of permanent staff is 90% per year.

2. A meaningful and coherent staff development program will be implemented that supports continued knowledge and skill development and inspires innovation.

QUALITY INDICATORS:

- The identified goals of the annual District Staff Development Program are achieved, measured by a high level of participation, findings of teachers that the program was applicable, and effective, and a finding by the administration that the goals are implemented within the instructional program.
- Each School Site develops staff development goals, which are substantially achieved as measured by the School Site Councils.
- The Professional Growth Plan of all employees illustrates an overall attainment of goals at a 90% rate.
- On a District developed list of competencies and professional standards related to the District staff development initiatives, teachers achieve high level of competence after five years of service within the District as assessed by the Certificated Employee Evaluation Program.
- Administrators demonstrate capable instructional leadership as assessed through their annual performance review.

3. An adjustment of personnel time (hours within the day and school calendar) will be implemented to create greater opportunities for collegial planning, training, peer support, staff reflection and administrative leadership that does not distract from the instructional program of students.

QUALITY INDICATORS:

- The School Calendar reflects additional days for staff training, cooperative planning and peer collaboration.
- An assessment of time provided within the workday, work week and work year, indicates a high level of collegial planning, peer support, opportunity for individual reflection, and administrative supervision.

SUSTAINING AND REFINING A COMPREHENSIVE EDUCATIONAL PROGRAM

STRATEGIC DIRECTION

The Menlo Park City School District will continuously plan, implement and assess a coordinated, articulated, and comprehensive educational program of high academic standards that extends and expands student learning, using interesting and relevant textbooks and instructional materials.

STRATEGIC GOALS AND QUALITY INDICATORS

1. A multiyear systematic plan for curriculum and program review and textbook adoption will be implemented that engages appropriate and representative staff members and parents and uses expanded evaluative data for decision-making

Schedule:

	<u>Curriculum Review & Textbook Adoption</u>	<u>Implementation</u>	<u>Evaluation</u>
2003-04	Foreign Language (includes a K-8 study)	Language Arts Mathematics	Science
2004-05	Health/Physical Educ. Visual & Performing Arts	Language Arts Foreign Language	Mathematics
2005-06	History/Social Science	Foreign Language Health/Physical Educ. Visual & Performing Arts	Language Arts
2006-07	Science	Health/PE. History/Social Science Visual & Performing Arts	Foreign Lang.
2007-08	Mathematics	History/Social Science	Health/PE Visual & Performing Arts

QUALITY INDICATORS

- An annual summary report for each subject area addressed is presented to the Board of Education and illustrates a coherent and understandable plan and understandable conclusions and outcomes.
Curriculum Review: The process, rationale and findings to support curriculum revision and textbook adoption
Implementation: The extent and success of implementation, particularly related to the articulation of instruction between grade levels.
Evaluation: The effectiveness of operations and evidences of student growth and performance.

2. A standardized and comprehensive District Evaluation Program, of which longitudinal findings are included within a multiyear database, will provide conclusions and findings of the continuous improvement of performance and achievement of students and the progress of school programs.

QUALITY INDICATORS:

- The development of the District Evaluation Program reflects the interests and the expectations of staff members, the Board of Education and the parent community.
- A summary of conclusions and findings is presented to the Board of Education and the public annually.
- The conclusions and the findings of the District Evaluation Program provide specific data that is used in decision-making about curriculum and program.

PROMOTING BEST INSTRUCTIONAL PRACTICES

STRATEGIC DIRECTION

The Menlo Park City School District will promote among each educational program and individual teacher the capability to use the best practices of instruction not only to build the academic skills of each learner whether remedial, at grade level, or accelerated, but also to foster among all students an intellectual curiosity, critical thinking and a love of learning.

STRATEGIC GOALS AND QUALITY INDICATORS

1. A multiyear training program of professional staff will be conducted to implement the various strategies of differentiating instruction to meet the needs of all learners.

QUALITY INDICATORS:

- A survey of participating teachers in specific workshops and collegial planning activities will indicate a high level of effectiveness of the training programs.
- The supervision and evaluation program by administrators indicates a high level of implementation of the components of differentiated instruction in the planning and instructional strategies of teachers.
- A review of student performance data within several categories such as English learners, special education, and at risk performers, students illustrate growth beyond one-year of instruction.
- A review of student performance data demonstrate that students who score at basic and proficient levels of the California Standards Test will move to proficient or advanced, respectively.
- A review of student performance data demonstrate that students within second and third quartiles move to next level of quartile.
- Teacher will identify the academic strengths and deficiencies of each student through standardized reporting to parents as assessed by supervising administrators.

2. Various technologies will be infused into the instructional program as a tool to enhance and extend learning and to further motivate students.

QUALITY INDICATORS:

- According to a list of technological competencies for instruction developed by the District, a majority of teachers through a self-assessment determine a 90% rate of attainment.
- A survey of participating teachers in technology trainings indicates a high level of effectiveness based upon subsequent implementation in their classrooms.

3. Each school will develop a homework program that provides meaningful and relevant activities that extends classroom instruction and learning for each student in compliance with Board Policy.

QUALITY INDICATORS:

- A self review by teachers, assessment by administrators and survey by students and parents indicate appropriateness and quality of homework program.

SUPPORTING AN ENHANCED EDUCATIONAL ENVIRONMENT

STRATEGIC DIRECTION

The Menlo Park City School District will promote and ensure the environmental conditions at its schools that optimize student success and well being.

STRATEGIC GOALS AND QUALITY INDICATORS

1. Facilities and equipment will be upgraded and maintained to a level that enhance educational programs and school and District operations.

QUALITY INDICATORS

- Currently leased portable classrooms are replaced with permanent facilities that are customized to the needs of schools
 - Identified projects for maintenance and development of grounds of the campuses are complete. (Priority List)
 - Identified deferred maintenance projects are completed annually.
 - The District Office is remodeled/expanded to meet prospective operational needs.
 - Technological equipment is installed and used within all facilities that promote improved operations and communications.
2. District educators and staff will continue to communicate and work with parents to support the parents' role in making a meaningful contribution to the academic and social development of students.

QUALITY INDICATORS

- Parents indicate that District and school communications provide an appropriate understanding of curriculum and instruction programs..
 - Parents who attend trainings to extend parent support of children at home or to assist in their instructional roles in the classroom indicate a high level of effectiveness of the training programs.
3. A caring and supportive learning environment at each school and within each classroom will provide opportunity for students to learn to address personal stresses and other emotional and social skills needed to lead healthy and productive lives.

QUALITY INDICATORS

- Learning activities that address pro-social skills and conflict resolution are integrated into the core instructional program as assessed by administrators
- A coordinated approach among school staffs and parents examine the personal stress of students and develop mutually agreeable strategies.
- Disciplinary incidents at the schools are reduced from previous years.

SECURING LONG-TERM FINANCIAL STABILITY

STRATEGIC DIRECTION

The Menlo Park City School District, working with the broader educational, civic and business communities and parent organizations, will maximize state, federal and local revenue to ensure a financial stability for the allocation of necessary resources to its schools.

STRATEGIC GOALS AND QUALITY INDICATORS

1. Revenue will increase annually to accommodate increased costs for services and the achievement of strategic goals.

QUALITY INDICATORS:

- A coordinated effort between the District, the Foundation and the Parent Teacher Association results in expanded contributions from support organizations.
- Basic aid funding (local property taxes) remains as a consistent funding source through the efforts of the grass-roots pressure on Sacramento and the work of the coalition of basic aid districts.
- The Parcel Tax, to expire in 2004, is renewed and/or expanded through a 2/3 vote of the community's electorate.
- Grants for the support of specialized programs are researched; proposals are submitted.

2. Expenditures will be responsibly managed to ensure efficiency and effectiveness of District operations.

QUALIFY INDICATORS:

- Expenditure budgets are reviewed annually and inefficiencies and/or ineffectiveness in operations are noted and eliminated.
- Budget managers within the District, district and site administrators and department supervisors, indicate that financial and budget information is provided in a timely and usable manner.
- The Board of Education determines that the budget development and management systems provide necessary information to reflect District priorities and support fiscal decisions

FINANCIAL PLANNING

Last year the Menlo Park Atherton Educational Foundation allocated \$150,000 to the Superintendent for purposes of developing and implementing the District Strategic Plan.

The following is a recommended budget relative to the Plan:

Direction #1 Committing to Highly Qualified and Inspired Educators and Staff

Goal # 2 – A Meaningful and Coherent Staff Development Program

Support instructional staff development programs that were reduced
for 2003-04\$24,000

Support the operation of MTI for 2003-04 at a 35% level of 2002-03\$25,000

Direction #2 Sustaining and Refining A Comprehensive Educational Program

Goal #1 – Curriculum Review and Textbook Adoption

Support the Language Arts Adoption\$40,000

Goal #2 – Development of a District Evaluation Program

Contract for service for developing technological databases\$20,000

Direction #3 Promoting Best Instructional Practices

Goal #1 – Differentiation of Instruction

Summer work for leadership training and planning to provide grade level
leadership to be exercised during the school year\$41,000