

**EVERGREEN ELEMENTARY SCHOOL DISTRICT
STRATEGIC PLANNING RETREAT
August 28, 2012 * Teacher Center**

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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 and a commitment to academic and civic excellence.

VISION STATEMENT

Evergreen Elementary School District, in partnership with the community, will be recognized at the local, state and national level as a model for excellence in academics, arts and the sciences.

CORE VALUES/GUIDING PRINCIPLES

(Not in priority order)

Evergreen Elementary School District values...

Excellent education

All children can learn

Fiscal responsibility

Diversity

Honesty and integrity

Community involvement

Our employees

THREE-YEAR GOALS

(2012-2015 * Not in priority order)

Promote student achievement and close the achievement gap

Improve fiscal health

Enhance a safe, 21st century learning environment of collaboration, communication, critical thinking and creativity

Promote collaboration, transparency and communication with students, parents, staff and the broader community

Attract, develop and retain quality staff at all levels

S.W.O.T. ANALYSIS

Strengths * Weaknesses * Opportunities * Threats

WHAT ARE THE STRENGTHS OF THE EVERGREEN ELEMENTARY SCHOOL DISTRICT AND THE ACCOMPLISHMENTS IN THE PAST YEAR?

Brainstormed Perceptions:

- Does an outstanding job in raising the educational proficiency level of the vast majority of the students
- Not afraid to be creative with curriculum
- Innovative programs
- Strong community support
- Four schools named as “Distinguished Schools”
- Excellent building program
- Fiscally conservative
- Generous health benefit coverage
- Strong commitment to reaching out to our Title I parents
- Reach out to parents to help with homework and after school programs
- School safety
- Committed to educating our parents and providing tools
- Diverse perspectives
- Dedication to special education
- An environment where the district, teachers’ union and classified staff work as partners
- A superintendent who is willing to look outside and bring new things into the district
- Strong financial health
- Reinventing a school from the ground up
- We have a team approach to whatever we do at the district—working together
- Partnerships with foundations
- Willingness to listen to all groups
- Professional management
- Teacher training and development
- Caring and involved teachers
- Preparing students for high school
- Continuous professional development for administrators
- Customer service
- Good relationship between administration and parents
- Competence of the teachers
- Openness to technology
- Dedicated employees
- Educating the parents
- Positive image with the community
- Continued API growth
- Shifting to 21st century learning
- Outstanding facilities maintenance
- Openness to change
- Recognition that training is essential for most projects

- Teachers introducing community involvement to students
- District recognizes the community needs
- Willingness to address difficult issues when they come up, which builds trust with the district
- Changing of the internal culture
- Positive assistance to parents from the librarian
- Continuity among administrative staff—not a lot of turnover
- Commitment to excellence
- Commitment to equity
- Engagement in the safety of the children
- Partnerships with outside agencies
- Committed to providing parenting classes to families struggling
- Commitment to educating the whole child
- Interesting curriculum
- Commitment to improved technology
- District has a very active program for English learners so they don't stay in the program—they come out with the training to become proficient in the language
- District has a graduation party for English language learners
- Good governance from the Board

WHAT'S NOT GOING AS WELL AS YOU WOULD LIKE INTERNALLY WITH THE EVERGREEN ELEMENTARY SCHOOL DISTRICT (e.g., challenges/weaknesses)?

Brainstormed Perceptions:

- Not enough advanced preparation for STAR test
- Lean staffing at all levels
- Limited music programs, visual and performing arts
- Class size
- Not updating district policies
- Lack of school newsletters with homework information
- Lack of accessible time for parents to meet with teachers when both the teachers and parents are available
- Lack of consistency and accountability in the delivery of PE
- Lack of access to the campus for community groups or meetings
- Inconsistent electives between middle schools
- Teachers feel that they are having to teach to the STAR test
- Many students complain about the lack of time for lunch, and lines too long
- No opportunities for children to talk and enjoy their lunch
- Inconsistent extracurricular activities between schools
- Lack of a plan for maintaining and updating technology at sites
- Lack of communication about site activities
- Lack of understanding about the roles of the Board and District Office
- Sometimes the almighty bureaucracy comes between schools and the parents
- Not enough opportunities for sports activities, especially for boys to burn off energy
- Not enough activity to get outside funding (e.g., grants)
- Outdate information on the website
- Lack of funding—trying to stretch dollars

- Teacher evaluation process—lack of consistent parent input
- Parent involvement
- Deficit spending
- Lack of technology training
- “What about the teachers?”
- Lack of timely and concise communication
- Funding decisions—challenge of how to spend money
- Lack of staff development for all, especially classified
- Achievement gap
- Challenging student behaviors
- Lack of time for teachers to process and analyze
- Inability to be current with technology
- Lack of ability to address all sites’ needs effectively
- Out of touch with classrooms
- Employee health
- Lack of morale among staff due to cuts
- Many inexperienced teachers
- Not enough healthy choices for school lunch
- Lack of effective community partnerships
- Missing achievement needs of Hispanic students
- Parents don’t know where we stand
- Not enough effort to improve perception of public education
- Lack of continuity leads to confusion
- Too much focus on STAR testing—teaching to the test
- Classified employees not receiving information from the district—no email or mailboxes at sites
- Stagnant employee compensation
- Uneven use and availability of computers in classrooms
- Reluctant to change policies and procedures
- Lack of gang prevention and bullying prevention
- Lack of staff
- Don’t manage benefits and compensation to maintain financial health
- Lack of accountability to parents
- Lack of institutional memory at the District Office
- Generous benefits
- All expected do more with fewer resources
- Variations in how principals manage schools and teachers
- Reluctance to enforce accountability
- Legal challenges
- Lack of transportation to get kids to school
- Parents may want to raise money for our school (e.g., to help pay for our librarian for our school) but we can’t do it because of the union, teachers, the fact that it’s not the same at all schools, etc.

EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A POSITIVE IMPACT ON THE EVERGREEN ELEMENTARY SCHOOL DISTRICT IN THE NEXT THREE YEARS

Brainstormed Perceptions:

- Greater availability of external resources for infrastructure
- Common core standards
- Funding from non-profits and foundations
- Families of the district students (13,000 of them)
- Partnership with the media
- Potential increase in minimum wage
- More and more parents and community are donating to the schools
- Increase in property taxes
- Increased State funding
- Improvement of the economy
- New teachers are consistently getting better education
- Health care reform
- Attracting new talent because of the district's positive reputation
- Motivation to unite as a community
- Interactions with the City of San Jose
- Affordable technology (e.g., iPad)
- A lot of focus politically and in the community about improving education for economic reasons
- More funding from businesses
- Positive feedback about the logo
- Diversity of the district
- Good will the district has
- More outreach about crisscrossing between the middle schools and high school
- Parent involvement
- Percentage of children is decreasing as a total of the population
- Partnership with SJSU
- Partnership with the City of San Jose on buildings and joint uses
- Parcel tax
- Increasing acceptance of technology in general
- Increased awareness of culturally and linguistically responsive education
- Focus on child nutrition
- Home tutoring
- Significant transportation improvements at Tully and Capitol
- Parents collaborate for transportation
- New development at Mirassou
- Increased spirit of volunteerism
- Evergreen Foundation donations supporting library services
- Open source software

EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A NEGATIVE IMPACT ON THE EVERGREEN ELEMENTARY SCHOOL DISTRICT IN THE NEXT THREE YEARS

Brainstormed Perceptions:

- Charter schools
- No immigration reform
- Lack of federal funding
- Lack of transportation
- If unions don't reach an agreement with the District
- Sweeping impact of technology
- Gangs
- Demographic changes
- Declining enrollment
- Increase in special education needs
- New housing in the area
- Competition from private schools
- Perception that bullying and cyber-bullying are on the rise
- Economic stress
- Lack of community services
- Strains on the curriculum due to external mandates and trends
- Inflation
- Cost increases
- Media coverage on employee pensions
- Lack of unity in the schools (e.g., disagreements about having uniforms)
- Lack of future State funding
- Parcel tax ending
- Increasing health care costs
- Change in the federal administration
- Increased rents
- No Child Left Behind
- A lot of bills going through regarding teacher tenure
- Consolidation of school districts at the county level
- Lack of available teachers
- Failed economic recovery
- Federal mandates
- Parents who are not technologically savvy and can't help their children
- Drugs
- Unemployment
- Media reports about schools being inefficient and poorly run
- Foreclosures
- Community library hours being cut
- Loss of qualified staff to other schools
- Unforeseen employee scandals

IDENTIFY THREE YEAR GOALS

Brainstormed List:

- Promote student achievement
- Close the achievement gap
- Support innovative instructional change efforts
- Achieve parent and community involvement opportunities
- Improve fiscal health
- Develop district leadership
- Increase community partnerships
- Update district policies
- Increase teacher and parent trainings on topics of mutual interest
- Clarify roles, responsibilities and communication pathways
- Embrace open source concepts in the curriculum
- Maintain educational excellence beyond just test scores
- Expand positive parenting image with district
- Update district website and newsletters
- Promote employee health and wellness
- Increase coordination and opportunities for facilities use by parents
- Evolve district culture the “Evergreen way”
- Expand visual and performing arts
- Increase site flexibility
- Increase hands-on science
- Increase the length of the school day
- Become a K-12 district
- Establish a 21st century learning environment
- Communicate and implement the common core standards
- Provide equitable access to technology
- Update and maintain technology at all sites
- Provide safe school environments
- Promote collaboration, communication and transparency with students, parents and teachers
- Create and maintain excellent facilities
- Educate the whole child
- Motivate students’ self-image and self-promotion
- Negotiate successfully with the unions
- Identify and implement cyber-bullying programs across the district
- Identify and promote dedicated teachers
- Maintain quality staffing at all levels
- Achieve a net 0% energy use throughout the district

NEXT STEPS/FOLLOW-UP PROCESS

WHEN	WHO	WHAT
August 29, 2012	Marilynn Lee	Distribute the record to those who couldn't attend or had to leave early.
Within 48 hours	All	Read the retreat record.
August 30, 2012	Cabinet (Superintendent-lead)	Review the "Internal Weaknesses" list for possible action items.
September 13, 2012	Board of Trustees and Superintendent	Present the strategic plan at a Board meeting.
By September 15, 2012	Appropriate Administrators	Present the strategic plan to staff.
By November 1, 2012	Director of Categorical Programs, Director of Education Services, Board Member Sylvia Alvarez	Present the strategic plan to parent groups.
Monthly	Board of Trustees and Cabinet	Monitor progress on the goals and objectives and revise objectives (add, amend and/or delete), as needed.
Monthly	Marilynn Lee	Prepare and distribute the updated objectives monitoring matrix to the Board of Trustees and all staff.
Wednesday, February 13, 2013	Board of Trustees and Cabinet	Strategic Planning Retreat for a more thorough assessment of progress on the goals and objectives. Develop objectives for the next six months.

STRATEGIC PLANNING ELEMENTS

“SWOT” ANALYSIS

Assess the organization’s:

- Internal **S**trengths - Internal **W**eaknesses
- External **O**pportunities - External **T**hreats

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

THREE YEAR KEY PERFORMANCE MEASURES

WHAT success will look like when the goal is achieved

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