

Menlo Park City School District
Refocused Strategic Directions 2019-2022
(adopted September 2019)

Purpose

The Strategic Directions were designed to highlight how the district intends to spend its time, energy and resources over a six year period of time. Those efforts should all lead to the following anchor metric: **“Every child engaging, achieving, and thriving.”**

This “every child” metric reinforces the district’s commitment to **equity** and is directly aligned to the District’s long-standing Vision Statement:

- Every child achieves academic excellence.
- Every child becomes emotionally and physically stronger.
- Every child discovers and grows their talents.

Framework

The remaining and prioritized Strategic Directions of the Menlo Park City School District from 2019-2022 are organized around MPCSD’s *Whole Child Learning and Development Framework*. The Framework highlights the Board and staff’s commitment to elevating the educational practices that reflect our community’s expectations and values, as well as our District’s commitment to designing classrooms that meet the diverse needs and strengths of all learners and prepares them for the world into which they will graduate.

The Framework includes three fundamental foci around teaching and learning mindsets and efforts that drive the directions we intend to pursue, at least through 2022. The Framework also includes two foci that illustrate the District’s commitment to the conditions necessary for all students to achieve success. The Framework illustrates MPCSD’s belief that student and adult well being, relationships, and collaboration are essential to the success of our academic and cognitive efforts. The purposeful choice to include adult well being, relationships, and collaboration along with the same for students highlights the Board’s commitment to healthy adult relationships and behaviors being a necessary foundation for healthy student relationships and behaviors.

Learner Centered	Competency & Evidenced Based	Meaningful Work
Integrated Well-Being (SEL)		
Healthy & Collaborative Relationships		

This Framework is informed by the months-long community feedback process in 2016 that created the original Strategic Directions document, Board policy and directive, longitudinal student achievement data, and seminal research projects and reviews¹.

Directions

The Framework will be achieved through 14 focused strategic directions culled from the original 48 Strategic Directions that began in 2016.

Learner Centered		
Strategic Direction #1	Provide the highest quality professional development, support and coaching around high-leverage, student-centered instructional strategies in order for teachers and staff to develop their individual and collective approach to how all students will learn what is being taught.	
Strategic Direction #2	Expand district-wide understanding of Multi-Tiered Systems of Support ² while strengthening and aligning systems of diagnostic assessment, progress monitoring, and program implementation throughout the district ensuring that every child has the support they need to access grade level content and beyond.	
Competency & Evidenced Based		
Strategic Direction #3	Develop district-wide understanding and effective use of learning data to inform instruction, prioritizing formative assessment and eliminating unnecessary assessment.	
Strategic Direction #4	Build a greater understanding of mastery or competency-based models of instruction and provide the conditions for teachers, grade levels, departments and schools to implement these learning models.	
Strategic Direction #5	Design holistic and evidenced-based progress and summative reporting tools (e.g. "report cards") that better reflect what students know and can do and that emphasize learning and growth.	
Meaningful Work		
Strategic Direction #6	Develop lessons, units, and learning experiences that prioritize real-world, interdisciplinary inquiry and afford students rich opportunities to apply and synthesize their learning.	
Strategic Direction #7	Create a meaningful, vertically aligned STEM program around robust problem-solving experiences, capitalizing on the opportunities provided by the Next Generation Science Standards, our location in Silicon Valley, and our commitment to inquiry learning.	

¹ Education Reimagined's [Transformational Vision for Education in the US](#); Digital Promise's [Learner Variability Project](#); TurnAround USA's [Building Blocks for Learning: A Framework for Comprehensive Student Development](#); Chan Zuckerberg Initiative's [Comprehensive Student Development](#) Framework

² Multi-Tiered Systems of Support (MTSS) is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidenced-based practices and systems (Colorado Department of Education). MTSS is a term that is often used interchangeably with Response to Intervention & Instruction (RtI2) and in conjunction with Positive Behavioral Intervention Systems (PBIS).

Strategic Direction #8	Revise the Board's Homework Policy to reflect the growing body of research around effective homework practices and provide teachers with support and training to ensure that homework, when offered or assigned, is meaningful, effective, and manageable for learners.	
Integrated Well-Being (SEL)		
Strategic Direction #9	Ensure safe, supportive and equitable school environments through policies and practices that reinforce the values of empathy, inclusiveness, peaceful conflict resolution, and restorative discipline.	
Strategic Direction #10	Provide, develop, and implement vertically-aligned, developmentally appropriate curriculum and professional development for teachers and staff regarding: <ul style="list-style-type: none"> ● Social emotional learning ● Character Education ● Citizenship Education ● Bully Response/Prevention ● Consent, and ● Implicit Bias, including the history of Race and Inequity. 	
Strategic Direction #11	Provide robust and accessible mental health and social-emotional support services, programming and practices to aide students, families, and staff who have or are experiencing stress, anxiety, trauma, and/or any one of the Adverse Childhood Experiences ³ .	
Healthy & Collaborative Relationships		
Strategic Direction #12	Construct a comprehensive and differentiated professional development program for all staff (certificated and classified) that engages participants, provides timely training and support, and encourages staff to continue their growth and development--particularly in district priority areas.	
Strategic Direction #13	Organize meaningful collaboration among and between staff members to engage in thoughtful discourse, planning, and reflection; and increase opportunity for teachers to observe one another in action.	
Strategic Direction #14	Develop strategic outreach and support of our traditionally underrepresented students--low SES, ELL, first generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.	

³ Adverse Childhood Experiences, or ACEs, is a term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18. Adverse Childhood Experiences have been linked to risky health behaviors, chronic health conditions, limited life potential, and early death.

Measurement

Our success in achieving the 14 remaining Strategic Directions will be measured using the aforementioned **anchor metric**: “**Every** child engaged, achieving, and thriving.” As a result, the degree to which each individual, site and the district as a whole is achieving the desired results will be measured using the following expectations: **all** students engaged in and having ownership of their learning; **all** students achieving grade level or above in reading, writing, and numeracy; and, **all** students mentally, physically, and emotionally healthy. These are lofty expectations, ones that we must continually strive to achieve.

MPCSD staff will identify objective and specific measures that illustrate the degree to which our efforts have correlated to student achievement measures, engagement measures, and well-being measures. EdServices Department will make every effort to provide a data dashboard specifically around the “every child” metric--**Every** child engaging, achieving, and thriving--updating data annually, aligning the district’s LCAP towards this metric, and supporting schools to align their Site Plans for Student Achievement around the metric.