

# Washington Unified School District

Strategic Planning Facilitation

Presented by Collective Invention



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# Who We Are

# About Collective Invention

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## Let's Make the World Better—Together



Our vision: a world that knows how to build a better future and has the tools to do it.

Collective Invention leads social innovation efforts in three interdependent arenas: education, community and economic development, and sustainability. We design and facilitate significant projects, bringing a committed team to the task of developing vision, understanding systems, prototyping solutions and aligning action around some of the world's most important challenges.

## We call this **Innovation for the Common Good.**

Located in San Francisco, we are a small, woman-owned business that has been operational since 2005.

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# Our Approach

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## Three frameworks combined into one integrated approach

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### Systems Thinking

Systems thinking looks at a system as a whole, and the relationships between its parts, rather than focusing on its parts in isolation. The goal is to uncover “leverage points” – elements that can effectively shift an entire system.



### Strategic Foresight

Strategic foresight involves the identification of external forces that are both critically important and highly uncertain. Taken together, they lay out alternative ways the future could unfold, helping us craft strategy that is resilient in *all* futures.



### Empathic Design & Innovation

The innovation process begins by uncovering the tacit and explicit needs of stakeholders, leading to targeted strategies to delight them. The data gathered from stakeholder research provides fodder for iterative concept development and disciplined prototyping.

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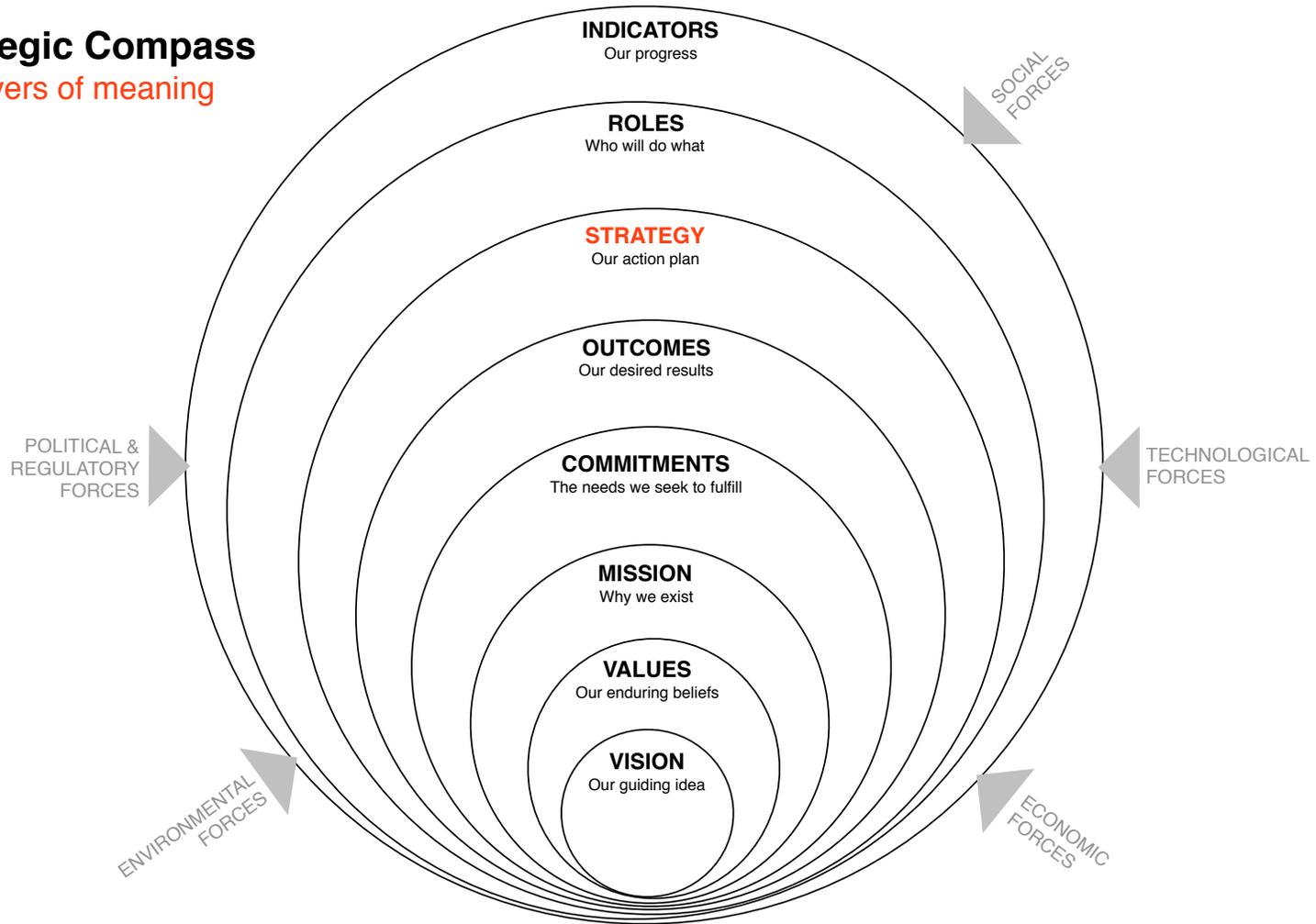
# Our Strategic Planning POV

We see strategic planning as the **critical bridge** between **vision** (informed by the values we hold and the change we want to see in the world) and **action**.

Our process begins with the establishment of 2 guidelines – the ‘north star’ of vision, and the values you hold as a community. Then we look at the specifics of your mission, the commitments you make to those you serve, and identify key indicators.

# Strategic Compass

Layers of meaning



# Vision

**Vision** is the organization's guiding idea. It is an aspirational description that expresses the desired future the organization wants to bring about in the world. The Vision Statement works as a horizon point for the organization to move toward collectively.

# Values

**Values** are the enduring beliefs of the organization and remain steadfast over time. Every organization has values, though they are often not made explicit.

By making these commonly-held values explicit through Value Statements, an organization articulates ethical principles that guides its work.

# Mission

**Mission** describes what an organization does. Well-articulated Mission Statements are clear, concise and serve as a guide for decisions and activities (strategies) for an organization. Whereas a Vision paints a picture of a desired future, the Mission informs what the organization does to realize that future.

# Commitments

**Commitments** articulate the response to the needs of the beneficiaries of an organization.

Commitments focus organizations on human-centered outcomes.

# Strategy

**Strategy** is a plan of action. If we ask “how?” of our Mission, the answers lie in Strategy.

The Strategy will include the means to accomplish the Mission in service of Commitments.

Once the strategy is established we will work with you to determine roles and responsibilities, look at implications for resources, and identify success indicators.



# Org Structure and Project Team

# Organizational Structure

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In addition to our two Founders, we have a core staff of four women as well as an extensive network of partners who bring the expertise required to meet the customized needs of each client and engagement. We also have a dedicated Director of Finance, and a Design Consultant who support every project we undertake.

Further services such as decision-making tools and processes, and communications and branding can also be added on request.

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# Fiona

## Fiona Hovenden, Ph.D., CEO & Co-founder

As Collective Invention's CEO, Fiona provides leadership and direction in all of CI's work. She leads multi-disciplinary teams to provide services that range from vision, futures and scenario planning work, to strategy development, innovation training and culture change. She is an experienced qualitative researcher, with 20+ years of research experience, and primarily uses the practice of ethnography to support social innovation. In her education work Fiona has led ethnographic studies of 7 US school districts, 3 CMOs, and 1 international education system; a variety of strategic planning and innovation training services and CI's Vision process.

Her interests are focused upon the capabilities for creating sustained change, and the role of narrative and a variety of art forms in helping to catalyze change and action. This bridges her work with individuals as a therapist, her work with groups and organizations, and her work as visiting faculty at the San Francisco Art Institute.

Fiona has a Ph.D. in Computing and Ethnography from Brunel University UK, an MA in Counseling from JFK University, USA, and MS in Artificial Intelligence from Kingston University UK, and a BA in Philosophy from London University, UK.



# Jenny

## Jenny Hoang, Director of Strategic Initiatives

Jenny focuses on strategic initiatives, foresight and design management at Collective Invention. Over her 5 years at the firm, she has managed visioning and strategic planning with organizations, individual schools and districts in the education sector.

Jenny has a MBA in Sustainable Management from Presidio Graduate School where she focused her studies on social innovation, strategic foresight, empathic design and systems change. She also has a diverse background in legal research, marketing and branding, creative strategy and consumer insights. She has worked with for-profit businesses from start-up stage to Fortune 500 companies, non-profits and social businesses.

Growing up in the Bay Area, Jenny has been involved with volunteerism and civic engagement since childhood. Her experience in community development has allowed her to apply various methodologies to her practice, including creative mediums such as educational theater and cause marketing.

On Sunday afternoons, Jenny can be found wandering in museums, used bookstores, and at the neighborhood park with her little dog, Mushu.



# Sonya

## **Sonya Lopes, Education Strategy and Engagement Advisor**

Sonya joined the Collective Invention team to aid in designing engagements for clients that are both strategic and innovative. Over the past 21 years, she has sharpened her experience in the public education transformation sector, primarily coaching education leaders to reach social justice oriented outcomes by providing leadership for human-centered execution of strategies and building talented teams to sustain improvement over time. In addition to the work referenced in this proposal, she has supported the following districts in the development of their vision and strategic plans: West Contra Costa Unified School District, Gilroy Unified School District, Franklin-McKinley School District, Alum Rock School District,

Prior to her work in public education, Sonya spent 10 years as a Captain and Special Agent in the United States Air Force in various fields including criminal and counterintelligence investigations, systems engineering, and organizational development. She feels her multi-disciplinary background enables her to empathize with multiple perspectives and to make connections among seemingly disparate parts of a system.

Sonya earned her B.S. in Electrical Engineering from the Massachusetts Institute of Technology and an MBA from Santa Clara University.



**Judi**

### **Judi Brown, Design Strategist**

Judi works with Collective Invention as a design strategist, bringing her multi-sectoral, multi-disciplinary approaches to strategic planning, research, facilitation and social impact metrics to the practice. She holds a master's degree in sustainable public administration and policy from Presidio Graduate School, where she honed her passion for transformational social change into the development of practical tools for meaningful action.



**Patrick**

### **Patrick Lee, Special Advisor on 21st Century Learning & Assessment**

Patrick Lee is an independent consultant assisting schools, districts, and reform support organizations with designing and implementing evidence-based systems and processes. He brings over 15 years of professional experience in program and policy evaluation; data, assessment, and accountability systems; and ethnography and strategic planning.



# References and Experience

# CI Education Practice

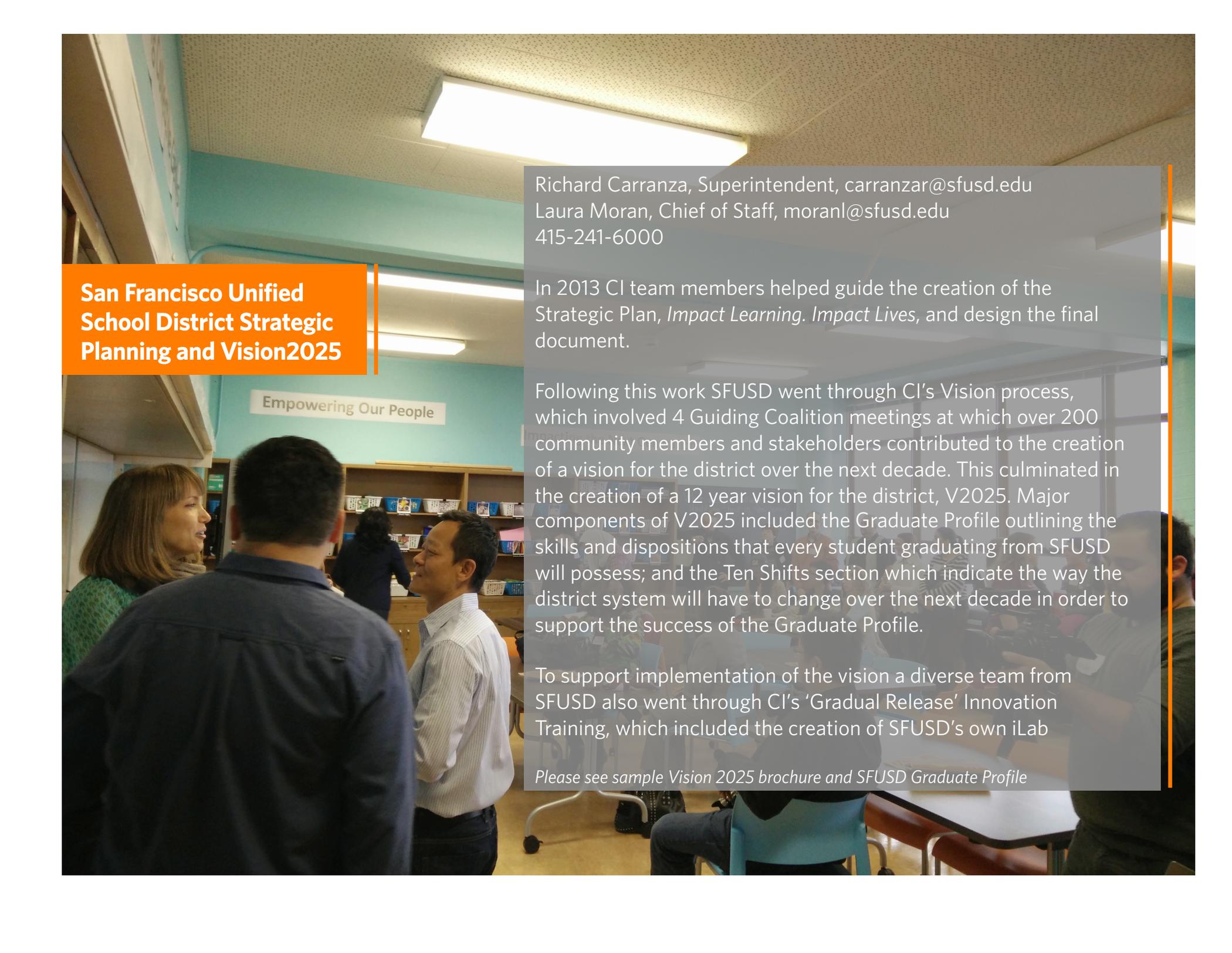
Collective Invention's education practice has been the core part of our work since 2005, although key members of the team have worked in education for much longer. Projects have included work with:

Individual schools, including new program development, organizational assessment, principal coaching and grade / school level collaboration support

Districts, including vision development and strategic planning, innovation strategy and training, organizational assessment and equity-based implementation coaching

State Department of Education - a current project working on the redesign of professional learning across the state

Philanthropy and non-profit organizations, including research on equity, leadership, and systems, learning journeys and futures work with groups of philanthropies, and innovation training



**San Francisco Unified  
School District Strategic  
Planning and Vision2025**

Richard Carranza, Superintendent, carranzar@sfusd.edu  
Laura Moran, Chief of Staff, moranl@sfusd.edu  
415-241-6000

In 2013 CI team members helped guide the creation of the Strategic Plan, *Impact Learning. Impact Lives*, and design the final document.

Following this work SFUSD went through CI's Vision process, which involved 4 Guiding Coalition meetings at which over 200 community members and stakeholders contributed to the creation of a vision for the district over the next decade. This culminated in the creation of a 12 year vision for the district, V2025. Major components of V2025 included the Graduate Profile outlining the skills and dispositions that every student graduating from SFUSD will possess; and the Ten Shifts section which indicate the way the district system will have to change over the next decade in order to support the success of the Graduate Profile.

To support implementation of the vision a diverse team from SFUSD also went through CI's 'Gradual Release' Innovation Training, which included the creation of SFUSD's own iLab

*Please see sample Vision 2025 brochure and SFUSD Graduate Profile*

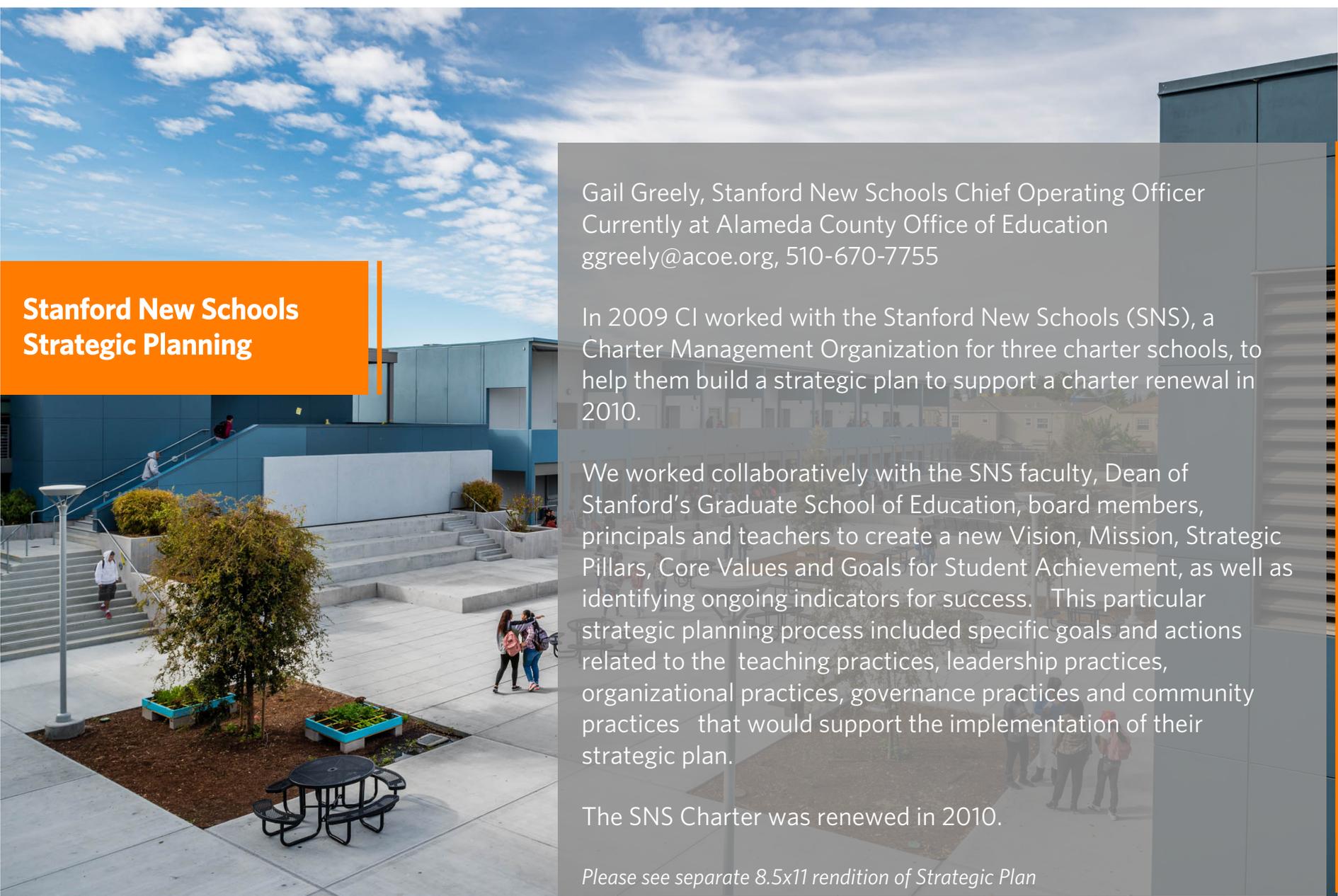


**Pittsburg Unified School  
District Vision 2027**

Janet Schulze, Superintendent  
jschulze@pittsburg.k12.ca.us, (925) 473-2351

In 2015 CI worked with stakeholders in a vision process for high school education in Pittsburg Unified School District. This involved 3 Community Alliance Meetings at which over 100 stakeholders, including the superintendent, cabinet members, board, school site administrators, teachers, parents, community members and students, collaborated to create a vision for the district over the next decade. This culminated in the creation of a 12 year vision for high schools, Vision2027. Major components of V2027 included their Graduate Profile outlining the knowledge, skill and dispositions that every student graduating from PUSD will possess, "Reimagining Learning," learning experience descriptors that will enable every student to meet the Graduate Profile, and Nine Design Principles, overarching guidelines for the district to work toward making their vision a reality.

*Please see sample Vision 2027 brochure and PUSD Graduate Profile Poster (8.5x11 rendition)*

A photograph of a modern school building with a blue facade and a large concrete courtyard. The courtyard features a set of stairs, a small tree in a planter, and a picnic table. Several people are walking in the courtyard. The sky is blue with scattered white clouds.

## Stanford New Schools Strategic Planning

Gail Greely, Stanford New Schools Chief Operating Officer  
Currently at Alameda County Office of Education  
ggreely@acoe.org, 510-670-7755

In 2009 CI worked with the Stanford New Schools (SNS), a Charter Management Organization for three charter schools, to help them build a strategic plan to support a charter renewal in 2010.

We worked collaboratively with the SNS faculty, Dean of Stanford's Graduate School of Education, board members, principals and teachers to create a new Vision, Mission, Strategic Pillars, Core Values and Goals for Student Achievement, as well as identifying ongoing indicators for success. This particular strategic planning process included specific goals and actions related to the teaching practices, leadership practices, organizational practices, governance practices and community practices that would support the implementation of their strategic plan.

The SNS Charter was renewed in 2010.

*Please see separate 8.5x11 rendition of Strategic Plan*



# What We Propose

# What We Propose

1. We will establish a project infrastructure with you
2. We will listen deeply to the school district and community
3. We will engage and facilitate a Guiding Coalition
4. We will collaborate with a Core Team to design and develop your vision and strategic plan
5. We will draft a Vision for your future, a 5 year Strategic Plan and provide you with the electronic versions of the final posters and brochures for you to print on demand

## We Will Establish a Project Infrastructure

We will work with you to:

- Develop a detailed roadmap, decision-making protocols, evaluation metrics and operating agreements for our work together
- Identify a district leader to champion the work, and a project manager who will lead the core team within the district and collaborate with the CI team
- Identify and prepare a core team who will constitute the 'heartbeat' of the work over the course of this project. This group will steer the work forward, analyze and synthesize inputs with us, and engage in other data-gathering before drafting the vision and strategic plan itself
- Develop a cross-sector, community-engaged Guiding Coalition—details to follow in section 3
- Determine which forms of media to use for the purposes of engaging your community and communicating your vision

## We Will Start by Listening and Reviewing Deeply

We will begin by learning as much about your district and community context as possible. We want to learn about:

- Any previous strategic plans, any other current plans or initiatives (LCAP, English Language Learners, SPED, Family Engagement), annual reports, parent surveys, organizational charts, data and any other information deemed relevant.
- Listen to the representatives on the core team regarding:
  - The hopes of your community
  - Critical concerns and unmet needs
  - Promising signs of innovation and the conditions in the district
  - Resources—tapped and untapped—that can support or contribute to the vision

## We Will Engage a Guiding Coalition

The Guiding Coalition process ensures multiple and meaningful opportunities for members of the community, including students and families, teachers, administrators, school board members, the business community, funders, employers and others to participate in and contribute to the visioning and strategic planning process.

Each Guiding Coalition session will be a hands-on working-and-learning session informed by one of the elements of Collective Invention's integrated approach as described on the next page.

## What We Propose | 3 continued

- **Session 1: Strategic Foresight**

Experts in future studies, neuroscience, economic forecasting, for example, bring their perspectives on the future of pre K-12 , higher education, career & life in both the Sacramento region and in the world. We'll then experience the future through several alternative scenarios for education in the region and culminate with a collection of emerging "big ideas" of shifts we envision for the future of the district.

- **Session 2: Empathic Design and Innovation**

We will begin to articulate our hopes for the kind of learning experience we would like to be true in Washington USD by creating a profile of the WUSD graduate. In addition, we will refine our emerging ideas about strategy through "empathic design" - an innovation process that brings a human centered focus to the development of strategy, and brings to life our most aspirational ideas, grounded in real needs.

- **Session 3: Systems Perspective**

We will put elements of the vision, including a graduate profile, and emerging strategic areas in front of our community through multiple stakeholder events (Community Museum, staff meetings, student focus groups) to gather input for the final Vision and Strategic Plan.

## We Will Coach the Core Team

We will work collaboratively with a small, diverse and nimble representative team of district and school staff to help us do the pre-work and planning necessary to ensure successful sessions with a larger stakeholder group in the Guiding Coalitions. The Core Team will also vet our team's synthesis of feedback and emerging ideas about strategies before they are shared.

After the final Guiding Coalition we will work with the core team to finalize the Vision and Strategic Plan for the district, focusing on 3-4 Strategy Areas. As the voice and perspective of the district and community, we will count on their insights to continuously guide the work, and to help us to align the plan with your existing LCAP.

Finally, we will coach the core team to carry the work of the Vision and the Strategic Plan forward in the district.

## We Will Craft A Vision and Strategic Plan

Once the content of the vision, and the strategic elements have been vetted by the community and feedback has been integrated we will work with you to create a set of usable documents that will communicate your vision and plan clearly and widely.

You will receive a vision document setting out the longer term aspirations of the district, and a report that contains the content of the strategic plan. We also create wall charts of the strategic plan so that it can be present and visible to staff at all times. In addition we can also create a poster of the Graduate Profile, or a 2 page 'pullout' with the Graduate Profile on one side and the needed systems shifts on the other. These are all included in the scope of this proposal (please see examples in the appendix).

We are also open to hearing from you what you think will best work for your community.

## **We Can Provide Additional Support**

In addition to the core components described above, we can offer other supports to the vision process:

1. **Learning Journeys:** Should you choose, we will identify exemplars and comparators with the power to change the way you think about the future of the District. We will train WUSD participants in the CI approach to field work, observation and documentation in preparation for our journeys so we return with meaningful data to inform the vision process.
2. **Prioritization and Decision Tools:** We will develop prioritization and decision screens aligned to the vision. These practical tools will drive District-wide focus on critical vision elements, and act as decision filters.
3. **Branding & Communications:** even with community input early on it is important to develop a communications strategy to make the work real going forwards.

# Strategic Planning Outcomes

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## **At the end of these processes you'll have:**

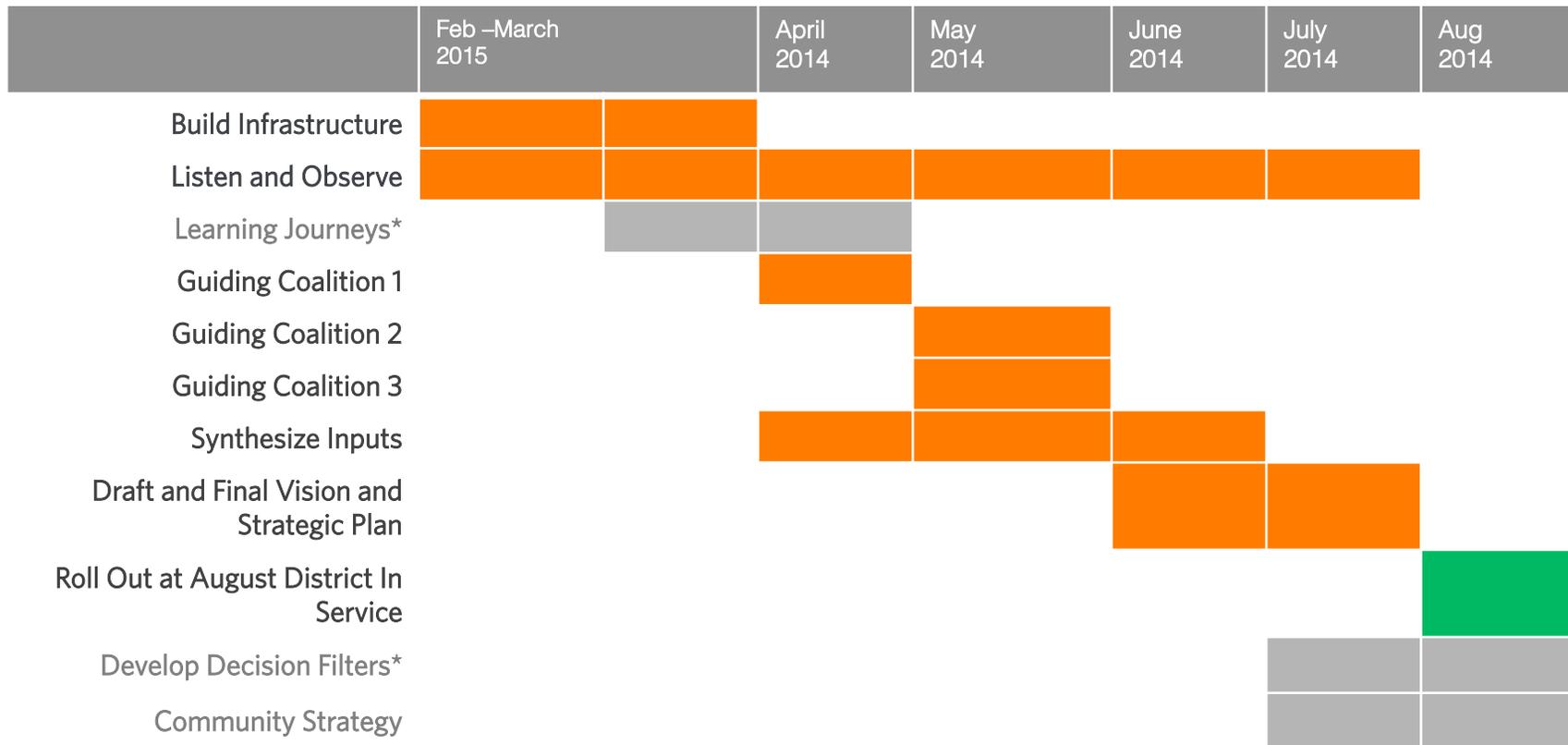
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- ◉ A reflective synthesis of the current state of the district (needs assessment)
- ◉ An synthesis and assessment of stakeholder input to both the Vision and Strategic Plan
- ◉ Interim report and recommendations to ensure successful completion of project
- ◉ A final report, 5-plus year Vision, and 5 year Strategic Plan
- ◉ PDFs of wall-size strategic plan posters, Vision Document, Graduate Profile Poster and a Strategic Plan brochure
- ◉ Experienced innovative practices in other districts, schools and organizations through Learning Journeys
- ◉ A prioritization filter that will be an ongoing tool for strategic discussions and decision-making
- ◉ A branding and Communications strategy



# Timeline & Fees

# Proposed Timeline



\* Add-on project components

# Fees

Thank you for the opportunity to propose this project. Our fees for this work as described above are:

## **Vision & Strategic Planning Process:**

Option A: everything as described above: \$150,000

Option B: GC 1 - virtual learning journey instead of panel, generic scenarios instead of scenarios customized to WUSD context; GC 2 - as above; GC3 - core team collaborate on 'exhibits' and facilitate additional community inputs, such as student focus groups. District/core team handles all transcriptions from meetings, and translation: \$120,000

Option C: All generative work is done with the core team, and community input is solicited via survey and social media instead of in-person, interactive sessions: \$80,000

## **Add-ons:**

Learning Journeys: 3 site visit \$25,000 (travel for learning journeys is an additional expense)

Prioritization & Decision Tools: \$15,000

Communications & branding, tbd, typical range \$15,000 - \$35,000

# Fees

This fee includes:

CI team travel and any accommodations to and from any meetings and Guiding Coalitions events in Washington

Design of final deliverables

This fee does not include:

- Venue and/or related meeting expenses
- Meals for our team and/or your participants at events
- Audio, video or graphic recording, and/or transcription
- Printing
- Production expenses such as media acquisition, web design and photography

We are prepared to begin this work as soon as you are ready.



# Next Steps

# Let's Talk

We see this proposal as just a starting point. Our preference is to work collaboratively with you to design a solution that will meet your goals and budget.

Contact Fiona Hovenden, President & CEO, for more information:

[fiona@collectiveinvention.com](mailto:fiona@collectiveinvention.com)

415.786.4243



# Work Samples

# Contents

- Stanford New Schools – wall chart
- SFMade – wall chart
- Presidio Education Trust – wall chart
- San Francisco Unified School District – Graduate Profile. See separate documents, ***Impact Learning. Impact Lives***, and **V2025**
- Pittsburg Unified School District – Graduate Profile and 9 Design Principles. See separate Graduate Profile poster, **V2027** document

# Stepping Up: The Plan for Stanford New Schools, 2009 - 2013

## Values

- + Providing equity of access and opportunity so that all students can achieve academic success.
- + Responsive, challenging and engaging instruction that promotes creativity, critical thinking, and problem solving skills.
- + Using technology effectively to improve learning and to prepare students to use technology productively in their lives.
- + Addressing the needs of the whole child, including physical and mental health and developing social skills and a sense of personal and social responsibility.
- + Providing students with opportunities to become literate in both Spanish and English.
- + Broadening students' real-world experiences.
- + Putting our students' needs at the center of all decisions.
- + Engaging families as partners in the education of our students in an environment that respects the culture and language diversity of our students and families.
- + Providing a supportive, inclusive and productive K-12 professional learning community for teachers and staff.
- + Partnering with Stanford University to develop, assess, and disseminate innovative educational practices and serve as a resource for teacher preparation.
- + Involving and serving the larger East Palo Alto Community.

## Measurable Student Outcomes

The following measurable student outcomes were identified through a series of stakeholder meetings in the fall of 2009 as part of the school improvement planning process. Annual measurable goals will be adjusted, based on the careful analysis of student assessment data, to ensure increased student achievement.

### 1 K-12 Based on California State Standards

- + Every year, increase by at least 15% the number of the students scoring proficient or advanced in ELA and Math for every disaggregated student group.
- + Every year, decrease the number of students scoring Far Below Basic and Below Basic by 15% for every disaggregated student group.
- + Reduce the achievement gap in every content area between English Learners and "English Only" students.
- + English Learners will demonstrate at least one level of ELD growth in listening and speaking on average every year as measured by the CELDT.
- + English Learners will demonstrate at least one level of ELD growth in reading and writing every year on average as measured by the CELDT.
- + 50% of our students who are at a CELDT composite level three will be re-designated as Fully English Proficient (FEP) within three years.

### 2 Performance Assessment and Other Indicators

- + All students will become proficient or advanced on the SNS writing rubrics.
- + All students will become proficient (i.e. meet the standards) on all areas of the SNS 21st Century habits and skills rubric.
- + Increase attendance to 94% at both school sites.
- + Decrease suspension rates from the previous year.

### 3 High School

- + 75% of 10th grade students pass the CAHSEE in ELA the first time they take the test.
- + 85% of 10th grade students pass the CAHSEE in Math the first time they take the test.
- + Increase graduation rate to greater than 92% for seniors and greater than 80% for all students who enter as freshmen.



## Improve Professional Practices to Address Root Causes Impeding Student Achievement

### Elementary, High School SNS, Board



#### Teaching Practices

Our work begins with the belief that all students can achieve at high levels, and that effective instruction is fundamental to improved student outcomes. Effective teaching practices involve: disciplined focus on a limited number of research-backed strategies; commitment to a regular cycle of inquiry that identifies areas for improvement; and a strong sense of accountability for student success.

#### Leadership Practices

A climate that fosters effective instruction is led by courageous principals, academic and operational leaders who put student success at the center of every decision they make. Courageous leadership practices involve a commitment to leadership mastery; modeling, coaching and professional development for teachers; tools for allocating resources—human, financial and technical—in support of strategic instructional practices; and the use of data to hold all adults in the system accountable for improved student performance.

#### Organizational Practices

Educational leaders and classroom teachers are more likely to succeed when they are part of an organizational team that shares their understanding of what it takes to make a difference for kids. Aligned organizational practices include: provision of time and support for high-quality pedagogy; seamless cooperation between operational and academic arenas; a cross-functional commitment to understand and review student data on a regular basis; and a collaborative, customer-service orientation.

#### Governance Practices

An engaged board, equipped with tools for effective guidance and leadership, is vital to the transformation of schools. Enlightened governance practices include an accountability plan for senior staff that is aligned to strategic system-wide objectives; meeting agendas that put the regular review of student data at the center of the board's business; and reframing the board's role from arm's-length advocacy to active leadership with a clear point of view about student achievement.

#### Community Practices

When families, businesses, and community-based organizations understand the specific goals and priorities of the school system, they can meaningfully extend the reach of teachers and school leaders. Transparent strategies for student achievement provide tools for targeted community engagement, including: fundraising designed to support key instructional practices; identification of technical resources aligned to annual student performance goals; and analysis and interpretation of student performance data to indicate where and how the community can support differentiated needs of students.

## Use Strategic Pillars to Prioritize and Align Improvements in Professional Practice

### Four Strategic Pillars

#### 1 Equitable Access to Standards-Aligned, Rigorous Instruction

- + Curriculum, assessment and teaching are directly aligned with state standards in all content areas and for all students, with standards and consistent teaching practices at the center of curriculum planning and student learning.
- + All students have access to challenging, on-standard teaching and courses that include coverage of the "power standards" and core content.

#### 2 Culturally Responsive, Differentiated Teaching & Learning

- + Instructional strategies are differentiated to meet the varied learning needs of each student.
- + Instruction reflects students' prior knowledge, learning styles and cultural backgrounds; programs and policies integrate the perspectives and needs of diverse stakeholders.

#### 3 Evidence-Based Continuous Improvement

- + School and SNS Central staff use frequent and timely formative assessments to monitor and adjust teaching, leadership and organizational practices.

#### 4 School/Organizational Climate

- + School and organizational culture and structures support the social-emotional needs of students, and standards for student and adult conduct are fair and consistently enforced.

## Monitor Vital Signs to Ensure Disciplined Implementation of Plan and Progress Toward Student Goals

### Vital Signs of Student Learning

Student Work That Meets Grade Level Standards ★

Critical and Creative Thinking, and Problem Solving Skills ★

Attendance, Suspensions, Expulsions ★

CELDT Level (California English Language Development Test) ★

Closing the Achievement Gap ★

Graduation Rate and College Acceptance Rate ★

Check Vital Signs Are Students Goals Being Met?

## Reflections from the Board Chair: The Case for Change

When we began the charter renewal process, we knew we had many challenges. We were not satisfied with our students' achievement gains; there was significant and disruptive turnover in leadership and teaching at the school sites; and we needed greater clarity in lines of authority, decision-making processes, and communication.

Understanding these challenges, we embarked on a process of profound reflection and re-design at all levels of our system, from governance and management structures to instructional practice and the use of data to drive decision-making. The new tools we have brought to bear on the analysis of student performance data have put us in a much better position to provide the kind of differentiated and engaging instruction our students need to succeed.

We now have a plan to create a highly-effective K-12 educational program, and I am both encouraged and excited about the future. It will require dedication and humility. We will need to understand and commit ourselves to the plan articulated here, and to hold ourselves accountable for progress.

### Our Vision

That every Stanford New Schools student graduates with the full array of skills, dispositions and knowledge needed for success in college and the workplace. Our students will be proficient in all academic areas. They will be equipped to be leaders in their local and global communities and to address the complex problems of the 21st century.

### Our Mission

To expand the potential in each of our students in an environment of responsive, challenging and engaging instruction. Through our innovative collaboration with Stanford University we commit to provide excellent teachers, supported by experts on research-based practices. Stanford New Schools holds high standards for the educational program and management systems designed to support teaching and learning.

### What do I see as a result of this work?

**Our Students**  
Receive instruction that meets their individual needs to achieve academic success in a culturally responsive way; are self-confident and responsible learners, becoming well acquainted with the world around them and developing a strong sense of social responsibility.

**Our Families**  
Feel like valued partners in the education of their children and members of the school's community, and have learned strategies that they use to support their children's academic and social-emotional development.

**Our Administrators**  
Have the tools and support they need to achieve the goals we have collectively embraced.

**Our Teachers**  
Have the supports and tools they need to be successful, and are glad to have the opportunity to teach at Stanford New Schools.

**Stanford Faculty**  
View Stanford New Schools as a critical resource for being grounded in the real world of education, an opportunity to partner with those practitioners to develop and assess innovative practices, and a valuable site for training future teachers and education leaders.

**East Palo Alto Community**  
Views Stanford New Schools as a resource that is well integrated into and responsive to the community's needs.

## Parents are important partners in the future success of the Stanford New Schools.

"As parents, we want Stanford New Schools to be a place that creates an environment for learning that is innovative, caring, exciting, and on the cutting edge. We want for all teachers to teach our children to learn as if it is their child. We want teachers to embrace the challenges our community presents, and to make a difference in the lives of those they teach. We want teachers to know that the road is hard and uphill, and to be willing to travel that road with eagerness and dedication."

We believe in our hearts that the finish line is just the beginning of the race. Winning is the only option, and this is the only direction that our kids can go. We are everything we think we are, yet much more than we can know. We are writing our own story of success daily at Stanford New Schools. If this is not your vision, this is not your school.

Lois Robinson,  
Stanford New Schools  
Elementary Parent Council

### SNS Central Multi-Year Plan

#### Equitable Access to Standards-Aligned, Rigorous Instruction

**Leadership Practices**

- Chief Academic Officer (CAO) will principals will facilitate and communicate clearly the annual School Improvement Plan to ensure equitable access to standards-aligned, rigorous instruction.
- CAO with principals will facilitate the adoption of Essential Standards for each subject and grade level.
- CAO with principals will develop and implement a K-12 Professional Development Plan focused on standards-aligned rigorous instruction.
- Director of Educational Technology (DET) will CAO and principals will provide the technology resources to support standards-aligned rigorous instruction as aligned to the Professional Development Plan.

**Organizational Practices**

- Councils on Policy and Research will design and implement a systematic process to assess Stanford expertise.
- Councils on Policy and Research will provide access to Stanford expertise to support instruction.
- SNS Leadership Team will review how technology resources are being used to support instruction.
- SNS Leadership Team will review budget priorities to align with instructional needs.
- SNS Leadership Team will review the credentialing system, including student and program needs with highly qualified teachers.

#### Culturally Responsive, Differentiated Teaching and Learning

**Leadership Practices**

- CAO with principals and faculty will review curriculum and instruction for relevance to students' prior knowledge, learning styles and cultural backgrounds.
- CAO with principals will support differentiated teaching in the classroom and in small groups by accessing community resources and the Stanford faculty.
- SNS Central staff will participate with site staff in professional development focused on culturally responsive practices to support students and their families.
- COO will implement program strategies that advance culturally relevant teaching by increasing the diversity of the faculty.
- ETech will assist staff in identifying appropriate resources to provide all students with learning and learning through the use of technology.
- CAO with principals and school site leadership teams will communicate to students and their families the progress of the implementation of the School Improvement Plan.

**Organizational Practices**

- Councils on Policy and Research will contribute Stanford expertise to support culturally responsive, differentiated teaching and learning.
- SNS Leadership Team will build and coordinate community resources to support culturally responsive, differentiated teaching.
- Councils on Policy and Research will contribute Stanford expertise to support ongoing professional development focused on culturally responsive practices to support students and their families.
- SNS Leadership Team will review process and budget priorities for hiring diverse teachers who are bilingual.
- Councils on Policy and Research will contribute Stanford expertise to support differentiated teaching and learning through the use of technology.
- SNS Leadership Team will engage district and community partners in the implementation of the educational practices in the School Improvement Plan.

#### Evidence-Based Continuous Improvement

**Leadership Practices**

- CAO with principals will identify formative assessments and data analysis tools, aligned to standards, that will be used to monitor and adjust teaching, leadership and school improvement efforts.
- SNS Leadership Team will identify and acquire resources, both community-based and financial, to effectively implement the School Improvement Plan.
- SNS Leadership Team will review the effectiveness of Data Director and other Director and School Improvement Data systems by teachers and instructional leaders to adjust educational practices.
- SNS Leadership Team will review the adequacy of technology infrastructure to support assessment needs.
- SNS Leadership Team will annually review the effectiveness of data management systems.
- SNS Leadership Team will annually evaluate staff, parent and student satisfaction with respect to organizational performance and educational practices as aligned to the four pillars.

**Organizational Practices**

- CAO with principals will establish a culture of professional accountability by holding each leader to clear goals aligned with the four pillars.
- CAO/COO will identify strategies to improve communication with each school site to better understand their needs.
- COO will negotiate with local districts for the improvement and expansion, where appropriate, of the school sites.
- CAO/COO will develop, negotiate and communicate service standards between SNS Central and school staffs.
- COO/CAO will develop and communicate needed operating policies and procedures.

#### School / Organization Climate

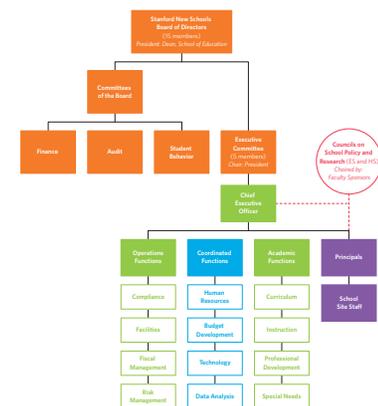
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- COO/CAO will develop and communicate needed operating policies and procedures.

**Organizational Practices**

- SNS Leadership Team will research, negotiate and implement a performance-related compensation plan throughout the organization.
- SNS Leadership Team will develop and administer an annual satisfaction survey to evaluate the services provided by SNS Central personnel.
- SNS Leadership Team will annually review facilities plans for each site.
- SNS Leadership Team will annually review and monitor the service provided to school sites through those groups with faculty and staff.
- SNS Leadership Team will annually review operating policies and procedures.

### Proposed SNS Governance and Management Structure



**Our Values We Are Committed to:**

- Providing equity of access and opportunity so that all students can achieve academic success.
- Responsive, challenging and engaging instruction that promotes creativity, critical thinking and problem solving skills.
- Using technology effectively to improve learning and to prepare students to use technology productively in their lives.
- Addressing the needs of the whole child, including physical and mental health and developing social skills and a sense of personal and social responsibility.
- Providing students with opportunities to become literate in both Spanish and English.

**Our Values We Are Committed to:**

- Broadening students' real-world experiences.
- Putting our students' needs at the center of all decisions.
- Engaging families as partners in the education of our students in an environment that respects the culture and language diversity of our students and families.
- Providing a supportive, inclusive and productive K-12 professional learning community for teachers and staff.
- Partnering with Stanford University to develop, assess, and disseminate innovative educational practices and serve as a resource for teacher preparation.
- Involving and serving the larger East Palo Alto Community.

### Instructional Focus

#### Measurable Student Outcomes

- 85% meet or exceed California State Standards
- Every year, increase by at least 10% the number of the students scoring proficient or advanced in ELA and Math for every divergent student group.
- Every year, decrease the number of students scoring in the Bottom Basic/Bottom Basic by 5% for every divergent student group.
- Reduce the achievement gap in every content area between English Learners and English Only students.
- English Learners will demonstrate at least one level of ELD growth by following or speaking an average every year as measured by the CELDT.
- English Learners will demonstrate at least one level of ELD growth by following or speaking an average every year as measured by the CELDT.
- 90% of our students who are at a CELDT composite level three will be re-designated as Fully English Proficient (EFEP) within three years.

#### Performance Assessment and Other Indicators

- All students will achieve proficient or advanced on the SNS writing standards.
- All students will score proficient (C+) or meet the standards on all areas of the SNS 21st Century habits and skills rubric.
- Increase attendance to 90% at both school sites.
- Decrease suspension rates from the previous year.
- High School
- 75% of 10th grade students pass the CAYSEE in ELA the first time they take the test.
- 85% of 10th grade students pass the CAYSEE in Math the first time they take the test.
- Increase graduation rate to greater than 92% for seniors and greater than 80% for all students who enter on probation.

#### Equitable Access to Standards-Aligned, Rigorous Instruction

- K-8 Teacher Practices**
  - Teachers will collaboratively identify and adopt Essential Standards for each subject and grade level.
  - Teachers will create/adapt standards-based curriculum maps and use them to guide their instruction.
  - Teachers will communicate standards-based objectives for all lessons.
  - Teachers will enforce common standards for student conduct as required by the CELDT.
  - 90% of our students who are at a CELDT composite level three will be re-designated as Fully English Proficient (EFEP) within three years.
- K-8 Leadership Practices**
  - The principal and coaches will facilitate ongoing professional development for teachers and coaches.
  - The administrative team and lead teachers will model and coach teachers in standards-aligned instruction.
  - The administrative team will engage professional development to standards for student learning and professional standards for teachers and leaders.
- 9-12 Teacher Practices**
  - Teachers will collaboratively identify and adopt Essential Standards for each subject and grade level.
  - Teachers will create/adapt standards-based curriculum maps and use them to guide their instruction.
  - Teachers will communicate standards-based objectives for all lessons.
  - Teachers will enforce common standards for student conduct as required by the CELDT.
  - 90% of our students who are at a CELDT composite level three will be re-designated as Fully English Proficient (EFEP) within three years.
- 9-12 Leadership Practices**
  - Principal will facilitate continuous teacher access to and refinement of standards-aligned curriculum.
  - Principal will provide appropriate differentiated modeling, coaching and professional development to teachers.
  - Principal will ensure that all students have full access to high-level courses and classrooms.

#### Culturally Responsive, Differentiated Teaching and Learning

- K-8 Teacher Practices**
  - All teachers will negotiate plan for and apply differentiated practices to correct instruction with student knowledge, learning style and cultural background.
  - Practitioners will be able to interact on a personal level with all students and their families.
  - Teachers will participate in ongoing professional development about cultural competence.
- K-8 Leadership Practices**
  - Principal, coaches and team leads will identify and share evidence of effective differentiation through professional classroom observation and feedback.
  - Principal will engage students, families and school community functions, leadership and volunteer opportunities.
  - Principal will support ongoing professional development about cultural competence.
- 9-12 Teacher Practices**
  - Teachers will design curriculum and pedagogy that reflect student cultures, relevant standards, and transferable knowledge.
  - Teachers will learn Spanish, history, and occupations, as well as their individual histories.
- 9-12 Leadership Practices**
  - Principal will ensure that culturally responsive practices are embedded and built into the master schedule for all grade levels.
  - Principal will support implementation of exceptional cultural responsive practices across the entire school.
  - Principal will facilitate targeted, cultural professional development for teachers, including Spanish language development.

#### School / Organization Climate

- K-8 Teacher Practices**
  - Teachers will instruct students about school expectations and PBS Behavior Matrix in the classroom.
  - Teachers will correct classroom learning in school-wide events.
  - Teachers will participate in activities that promote a sense of community in the school.
  - Leadership team(s) will facilitate professional learning and dialogue about cultural competence instruction.
- K-8 Leadership Practices**
  - Leadership team(s) will identify and share evidence of effective differentiation through professional development and classroom observation and feedback.
  - Leadership team(s) will facilitate professional learning and dialogue about cultural competence instruction.
- 9-12 Teacher Practices**
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  - Principal will facilitate continuous teacher access to and refinement of standards-aligned curriculum.
  - Principal will provide appropriate differentiated modeling, coaching and professional development to teachers.
  - Principal will ensure that all students have full access to high-level courses and classrooms.

#### Evidence-Based Continuous Improvement

- K-8 Teacher Practices**
  - Teachers will create and/or adopt common formative and summative assessments for each grade.
  - Teachers will collaboratively analyze assessment data and evidence at grade-level meetings related to the inquiry cycle.
- K-8 Leadership Practices**
  - All stakeholders will hold all students accountable for school expectations and PBS Behavior Matrix.
  - All stakeholders will be responsible for professional and respectful behavior towards students, school staff, family and community members.
  - Principal and coaches will ensure all staff members are given resources and support to operations near and far.
  - All stakeholders, including students and families, will have an active role in shaping and reinforcing a culture of high expectations.
- 9-12 Teacher Practices**
  - Teachers will create and adopt common assessments to guide instruction in each subject/course.
  - Teachers will collaboratively analyze assessment data.
  - Teachers will collaboratively use data to align vertically and horizontally as well as with state standards.
- 9-12 Leadership Practices**
  - Principal will identify and provide access to meaningful data as well as professional development in instructional design.
  - Principal will ensure the collection and archiving of data/evidence for future use.
  - Principal will ensure the teachers are guided through data-driven inquiry cycles.



# Work Sample | SFMade

## Organization Strategic Planning + Ongoing Board Development

SFMade | Strategic Plan 2014 - 2015

### Vision

Our vision is an inclusive and diverse local economy that restores the spirit of a job that utilizes their talents and enables them to earn a livable wage and local wealth. Manufacturing provides quality and meaningful employment opportunities that drive and contribute to the growth of our social, economic, and creative economy.

### Mission

SFMade's mission is to build and support a vibrant manufacturing sector in San Francisco. Our activities combined producing local economic and employment opportunities for a diverse local workforce.

### Theory of Change

SFMade's work is founded on the premise that all individuals deserve the right to a job that utilizes their talents and enables them to earn a livable wage and local wealth. Manufacturing provides quality and meaningful employment opportunities that drive and contribute to the growth of our social, economic, and creative economy. To support the job creation and other economic benefits of a vibrant manufacturing SFMade believes direct services to individual manufacturers in San Francisco are the most effective way to grow the industry. SFMade also identifies trends in manufacturing activity and provides insight to manufacturing policy and programs. To support the job creation and other economic benefits of a vibrant manufacturing SFMade then supports direct job creation and job partners working directly in local communities to provide access to these quality job opportunities. SFMade also identifies trends in manufacturing activity and provides insight to manufacturing policy and programs. To support the job creation and other economic benefits of a vibrant manufacturing SFMade then supports direct job creation and job partners working directly in local communities to provide access to these quality job opportunities.

### Values

Values are at the heart and center of the organization, and remain steadfast in the face of change. Values inform Mission, Vision, and Strategy. The economic crises that surrounded it, in turn, these values protect the Values at their core.

We believe that:

- All people possess the inherent potential to benefit from economic opportunities.
- Local manufacturing will only thrive if supported by public-private collaboration including:
  - The creation of a manufacturing ecosystem - a connected community of manufacturers and service providers and large companies for lead, work, and buy in local neighborhoods.
  - SFMade's initial support, build and promote the local manufacturing ecosystem.
  - SFMade's support and confidence of the manufacturing community coupled with our influence on public policy and local business, economic, local workforce and economy.

### Promises

Promises are our commitments to the people we serve. Mission and Values are embedded in the Promises we make.

While SFMade interacts with a variety of stakeholders, its most important stakeholders are manufacturers, the City of San Francisco, the workforce, partners and consumers. The following are promises that SFMade makes to these groups:

**To Manufacturing:**

- Continue to improve the benefits of our programs to help our manufacturers grow.
- Developed tailored support and focus special resources on medium- and large-sized growth ventures such as new markets and exports.
- Continued to identify needs and focus resources on manufacturers that sell their own products in their own markets as well as our job partners.
- Continued to make connections between manufacturers and products and to use the SFMade brand to help the sector as a whole identify new market opportunities and to reach more consumers both locally and abroad.

**To The City of San Francisco:**

- Focus on enhancing the SFMade brand value that supports the city.
- Proactively assist in partnering with the City, especially on shared leaders - on major manufacturing initiatives that impact manufacturing, including industrial real estate availability, the policy, and public policy for the manufacturing workforce.
- Act as the go-to and first of San Francisco's manufacturing community and to help voice the needs and concerns of the manufacturing community to the City.

**To Workforce:**

- Continue to improve hiring programs and training and education services with a focus on providing access to a range of high-quality jobs.
- Develop or partner with local workforce partners and organizations, as well as focus on the ability to find, train, and support individuals in their search for a job as an essential element of the success of our hiring and growth programs.
- Continuously scan for barriers to employment that we can help remove - including language, financial access, and skills training.

**To Funders:**

- Transparently identify strategic partnerships that are unique for each major funder and are grounded in the facts and information that help them document their return on investment to our programs.
- Communicate PR opportunities for funders based on their strategic focus areas.

### Strategic Action Plan

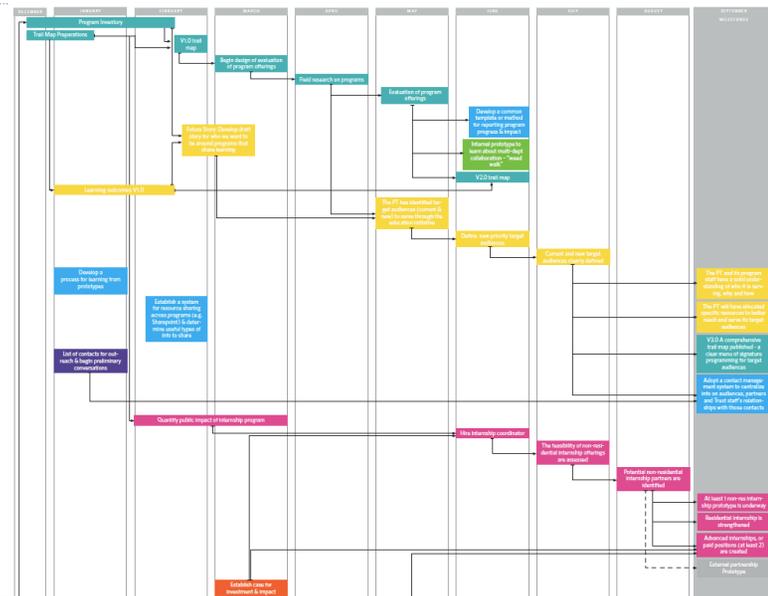
SFMade | Strategic Plan 2014 - 2015

Strategy	Workforce	Brand & PR	Mfg Incubation & Accelerator	Jobs, Data, Impact	Real Estate	Policy & National Replication	Fundraise
<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business manufacturers</li> <li>Local workforce</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>	<p><b>Who Benefits?</b></p> <ul style="list-style-type: none"> <li>Business</li> <li>City of San Francisco</li> <li>Local residents</li> </ul>
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# Work Sample | Presidio Education

## New Division Strategic Planning

Presidio Trust		Presidio Trust Education Initiative   Strategic Plan 2014 - 2015				
<p><b>Vision</b></p> <p>The Presidio will be a national model of public learning and environmental stewardship. Visitors in the face of and through the Presidio will be inspired to protect and improve the planet for the benefit of all.</p> <p><b>Mission</b></p> <p>To utilize the unique natural, cultural and community resources of the Presidio to provide meaningful learning experiences for all ages and to lead and inspire the next generation of leaders.</p> <p>The Education Initiative has been set up to draw together all the Presidio's educational work in the Presidio, in order to successfully deliver on this Vision &amp; Mission.</p>	<p><b>Values</b></p> <p>Values are at the heart and center of the organization, and shape decisions in the face of and through the Presidio.</p> <p>We believe in:</p> <ul style="list-style-type: none"> <li>Learning As Inspiration</li> <li>Connection to place and community</li> <li>Maximizing the potential of the Presidio</li> <li>Extending and broadening the Presidio's positive impact</li> <li>Collaboration</li> </ul>	<p>The Education Initiative delivers on the promise of the Presidio's purpose, as identified in the Strategic Framework:</p> <p>Extending &amp; Broadening the Presidio's Positive Impact</p>				
<p><b>Design Principles</b></p> <p>These will guide the work of the strategy team, and we recommend they guide the work of the Education Initiative going forward.</p> <ul style="list-style-type: none"> <li>Ensure practical application</li> <li>Create clear and understandable goals</li> <li>Build on current successes</li> <li>Include a collaborative and collective work process</li> <li>Support and promote alliances</li> <li>Demonstrate our passion for place</li> <li>Keep the big picture in mind</li> <li>Leverage our strengths</li> <li>Take a prototyping approach</li> </ul> <p><b>Working Definition of an Educational "at the Presidio"</b></p> <p>Any experience that has an intentional learning outcome and in which learning is shared.</p>	<p><b>Strategy</b></p> <p>The overarching strategy of this Plan is to identify outcomes that are unique to the Presidio, and to develop programs and activities that will deliver on these outcomes.</p> <p><b>Who Benefits?</b></p> <p>The public, including those who do not visit the park to be visited, and the ability to attract visitors to the park.</p> <p><b>Who is Responsible?</b></p> <p>Presidio Trust</p>	<p><b>Identify the "signature niche" for learning programs</b></p> <p>By September 2015 we will have a clear, focused strategy for the Presidio's signature niche for learning programs. This will be based on a deep understanding of the Presidio's unique resources and the needs of the public.</p>	<p><b>Identify Learning Outcomes &amp; Target Audiences</b></p> <p>By September 2015 we will have a clear, focused strategy for the Presidio's signature niche for learning programs. This will be based on a deep understanding of the Presidio's unique resources and the needs of the public.</p>	<p><b>Identify ways to optimize partnerships for learning</b></p> <p>By September 2015 we will have a clear, focused strategy for the Presidio's signature niche for learning programs. This will be based on a deep understanding of the Presidio's unique resources and the needs of the public.</p>	<p><b>Develop the Internship Program</b></p> <p>By September 2015 we will have a clear, focused strategy for the Presidio's signature niche for learning programs. This will be based on a deep understanding of the Presidio's unique resources and the needs of the public.</p>	<p><b>Initiate a shared data system</b></p> <p>By September 2015 we will have a clear, focused strategy for the Presidio's signature niche for learning programs. This will be based on a deep understanding of the Presidio's unique resources and the needs of the public.</p>
<p><b>First Prototype &amp; First Steps</b></p> <p>(Additional phases are shown in supporting documentation)</p>	<p><b>What Resources are Needed?</b></p> <p>Human resources, financial resources, and other resources.</p>	<p><b>Who is Responsible?</b></p> <p>Presidio Trust</p>	<p><b>How Will We Know We're on the Right Track?</b></p> <p>Key performance indicators and other metrics.</p>	<p><b>What Resources are Needed?</b></p> <p>Human resources, financial resources, and other resources.</p>	<p><b>Who is Responsible?</b></p> <p>Presidio Trust</p>	<p><b>How Will We Know We're on the Right Track?</b></p> <p>Key performance indicators and other metrics.</p>



## Content Knowledge

**Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS).** Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, SFUSD students will develop global, civil, and environmental literacies, as well as financial, health, and media literacies, throughout their schooling.

1

## Career and Life Skills

**The knowledge, skills, and experience to navigate the “real world” and solve problems that arise in everyday life and in the workplace.** Students will have been exposed to a spectrum of industries and sectors and had experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking, and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

2

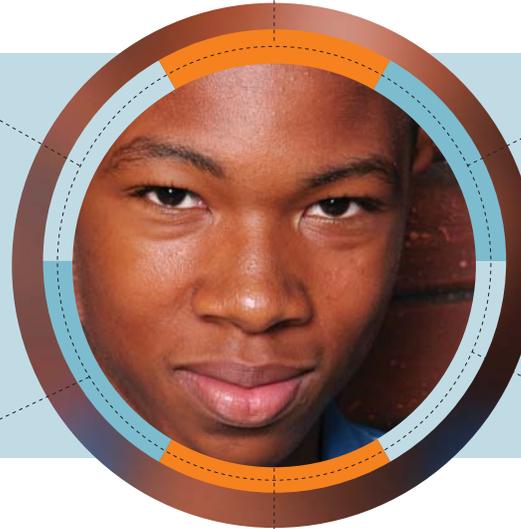
## Global, Local, and Digital Identity

**The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be “multilingual,”** gaining exposure to or fluency in other languages that might range from Spanish and Chinese to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural, and linguistic lines.

3

### KNOWLEDGE AND SKILLS

## The Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World



SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every SFUSD student to possess these capacities by the time they graduate.

### DISPOSITIONS AND BEHAVIORS

4

## Leadership, Empathy, and Collaboration

**Strong interpersonal skills and the ability to positively influence and collaborate with others.** SFUSD students will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

5

## Creativity

**The freedom, confidence, and ability to express their unique selves.** Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

6

## Sense of Purpose and Sense of Self

**Our graduates will see themselves as filled with purpose and value.** Having been nurtured to focus on their capacity to grow intellectually, socially, and creatively (sometimes described as having a “growth mindset”), SFUSD graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self-esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.

# The PUSD Graduate Profile

In 2027, every Pittsburg student will work toward building a valuable set of skills and traits that will set them up as lifelong learners, both inside and outside the classroom. Our learners aren't just "students." They are also:



## Scholars

Students master core content areas, understand the interconnections between subjects, and value the learning experience. They also learn to appreciate multiple perspectives on an issue and the impacts of local and global issues on one another.

## Critical Thinkers

Students develop strong analytical skills. They are able to synthesize information, identify valid source material, and think creatively to solve problems. They also develop the confidence and skill to ask good questions.

## Strong Communicators

Students can express their thoughts clearly both verbally and through writing. They can speak confidently to a variety of audiences and know how to represent themselves. They can also speak and write in more than one language.

## Empathizers

Students know how to listen to others, relate to what they are hearing, and check for understanding. They have a healthy sense of self, are self-reflective, and know how to manage their own emotional responses to difficult situations.



## Collaborators

Students can work collectively with others. They contribute their strengths to group efforts and take responsibility for the work assigned to them. They know how to lead group work and how to give and receive constructive feedback.

## Good Citizens

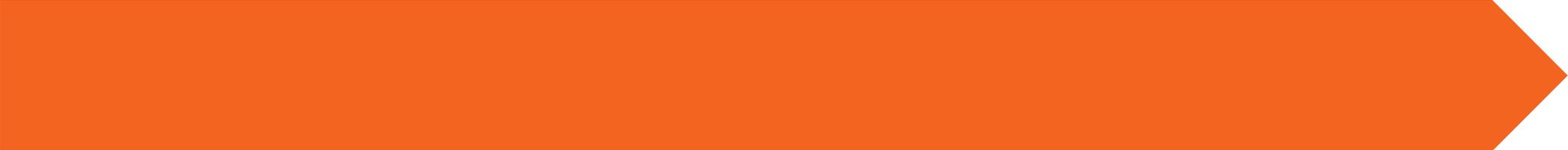
Students feel connected to local and global issues and do their part to make the world a better place. They are active in their communities, demonstrate respect across difference, and know how to advocate for themselves and for others.

## Growth Seekers

Students are self-directed learners who know how to pursue ideas, find resources, and ask for help. They know how to take calculated risks and possess the resolve and perseverance to follow through on their work and their responsibilities.

## Professionals

Students are organized, know how to manage both their time and their finances, and understand the value of managing their own health as well. They understand workplace etiquette, honor punctuality, and stay current with technology.



The PUSD Graduate

Regardless of the path chosen will learn to  
RENE-LEVESQUE QUEST  
UNIVERSITY

Respect Others

Knows how to manage their own emotions  
TRY AGAIN!

Feel connected to global and local issues  
MOBILIZATION FOR GLOBAL JUSTICE

Use all resources available as a self directed learner

Know how to manage time and all other resources

Calculate risks and follow through on commitments

Navigate Life

Accept, respect and help other people

Gain, express and question knowledge

Understand themselves and Connect to others

Analyze, synthesize and solve problems creatively

Understand interconnections between subjects

Express confidently verbally and in writing

Work collaboratively in group efforts

# Nine Design Principles



**1. The graduate profile will guide our work as a District at all levels.**

The graduate profile reflects our community's vision for our students. Mastery of the graduate profile is the universal goal for all PUSD learners – whether they choose to go on to four-year college, community college, move immediately into a career or some other post-secondary option. Helping students achieve this profile will require us to align our educational priorities at all levels.



**2. Equitable and accessible technology will connect the world to every student.** Today and tomorrow's world of learning requires access and connection. We must incorporate technology into the learning process, and our community must provide all students with access to high-speed internet that is unlimited, free, fast, available everywhere, all the time. **With increased access, students will have the unlimited capacity to further their learning** whenever and from wherever they want.



**3. Learning will be student-driven and real-world relevant.** Building on our strong foundation, we will integrate new kinds of **learning that are driven by student interest** and designed to help each student find and explore their own "sparks"—that is, the ideas and activities that light up their drive to learn. In this way, **students' motivation** will be fueled by their own interests—and they will be **more engaged in their own learning and development.**



**4. A wide network of allies will facilitate student learning.** A connected **system of caring, culturally diverse adults** (teachers, parents, business owners, professionals, community members, mentors, and alumni) will all play roles in **supporting the learning process.** Having more adults involved in facilitating learning will create new opportunities for small-group instruction and tailored lessons and programs. Effective coordination and communication among these allies will enable strong, aligned, and equitable partnerships. It will also **enable every student to be known by an adult** in our network of allies.



**5. PUSD's commitment to equity will grow stronger.** The district and community acknowledge the link between valuing and honoring diverse perspectives—especially those of students from diverse cultural backgrounds—and the ability of students to achieve their goals. **Providing each student and family access to technology, information, and personalized learning opportunities** will help the district create a truly equitable school system. Integrating restorative practices into our district and school cultures will continue to increase trust and strengthen our capacity to reach our vision.



**6. Performance assessments will be adaptive and part of the learning process.** The skills, knowledge, dispositions, and behaviors identified in the PUSD graduate profile will be **flexibly assessed through a system of authentic, adaptive, real-time performance assessments** that are integrated into the learning process. **Benchmarks will be rigorous** and high and used as guides to design personalized instructional pathways.



**7. Educators will need both support and a growth mindset.** Shifts in student learning experiences and environments will require **parallel shifts in teacher practice**—including more collaboration across school and community, greater use of technology, and facilitating more student-driven learning. The district will need to select, train, and support teachers to instruct and guide in these new ways. A district culture that values **ongoing learning for ALL people—including the adults in the system**—will be critical. Just as student voice is critical for student learning, so too are teachers' voices valued and integrated into educational design.



**8. Innovations in systems and structures will enable transformation.** District systems, structures, policies, and cultures will need to be **adapted and innovated to support the shifts** in student learning and in teaching/ leadership practice that will in turn lead to students' attaining the graduate profile. These shifts will guide **decisions and plans for renovation, curriculum and instruction, professional development, programs, and staffing.**



**9. A growth mindset and culture of continuous improvement become the "PUSD way."** PUSD has a culture that sees "**failure**" as **both a temporary setback and an opportunity to learn and grow.** **Strong continuous improvement practices** are in place across the system and modeled by district leaders. For students and adults alike, a **strong growth mindset** is the "way of being and working" and is embraced as part of the district's work ethic and as a required part of the learning process. PUSD's policies and systems reflect this growth mindset, as do the culture, language, and attitude that **can be seen, heard, and felt** throughout the school system.