

San Mateo-Foster City SD

Strategic Planning Process Highlights

Thursday, December 16, 2021



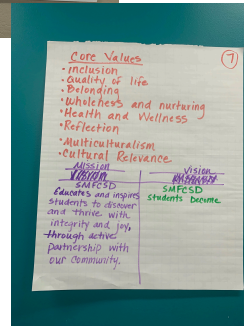
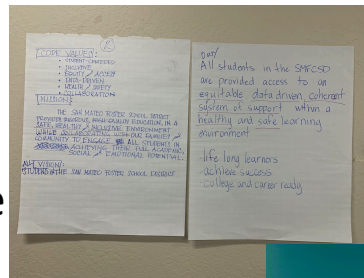
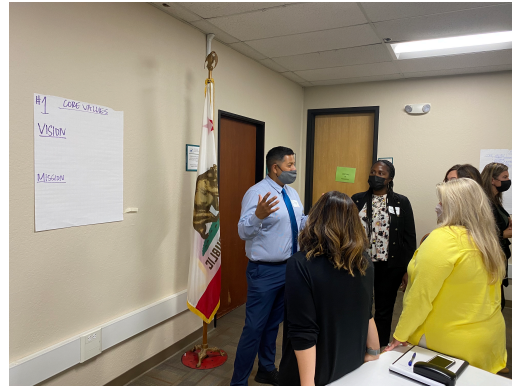
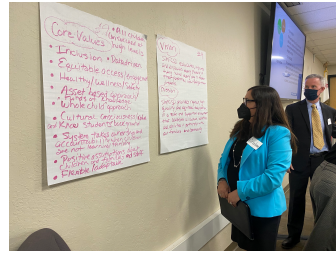
“Each of us must come to care about everyone else’s children. We must recognize that the welfare of our children and grandchildren is ultimately linked to the welfare of all other people’s children. After all, when one of our children needs life-saving surgery, someone else’s child will perform it. If one of our children is threatened or harmed by violence, someone else’s child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people’s children.”

— Lilian Katz

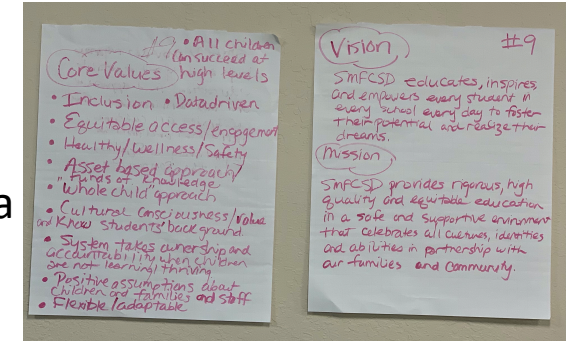


The Strategic Plan Work Group (SPWG)

1. Aguiniga, Ruth
2. Blundell, Jessie
3. Briones, Kirstie
4. Callan, Travis
5. Chang, Jadelyn
6. Cook, Kenyetta
7. Cooper, Lynn
8. Cosmos, John
9. Crawford, Rachelle
10. Driscoll, Amanda
11. Fahey, Lisa
12. Fraumeni, Stephanie
13. Gaffney, Patrick
14. Haley, Cristina
15. Harrison, John
16. Heredia, Margaret



17. Jaiswal, Priti
18. Kenny, Larissa
19. Kitsios, Jenny
20. La Carrubba, Kristy
21. Lim, Jenel
22. Lionberger, Jenny
23. Maynard, Eleni
24. McCollum, Marcella
25. McIntyre, Meg
26. Paynter, Randy
27. Pratt, Kathy
28. Rogers, Dale
29. Rubalcaba, Dr. Christian
30. Tsai, Annie
31. Wieser, Sue
32. Wrightson, Janine



A red apple with a small stem sits on top of a stack of books. The top book has a light blue cover, and the book below it has a yellow cover. The background is dark and out of focus.

“School Improvement Is A
Highly Emotionally
Charged Process...”

- Belinda Harris

Asset based approach
Collaboration
Cultural consciousness
Curiosity
Data driven
Equitable access
Flexible/adaptable
Growth mindset
Health & safety
Inclusive
Instilling joy for learning
Life-long learning
Ownership/accountability
Passion for learning
Positive assumptions
Social Emotional Learning (SEL)
Valuing voices
Whole child approach/student
centered

Strategic Plan Work Group – Vision & Mission Recommendations

Vision	Mission
San Mateo-Foster City School District educates and inspires all students to live, learn, and lead with integrity and joy.	The San Mateo-Foster City School District commits to provide high-quality education to all our students by partnering with stakeholders so that every student will reach their full potential.
Through inclusive and equitable practices, SMFCSD develops students who have a love for learning and a feeling of connectedness to their school, community and the world.	SMFCSD educates and inspires students to discover and thrive with integrity and joy through active partnership with our community.
SMFCSD educates, inspires and empowers every student in every school, every day to foster their potential and recognize their dreams.	SMFCSD recognizes the potential of EVERY student. Through equitable and inclusive opportunities, with rigorous curriculum supports, students will achieve high standards of excellence.
All students in SMFCSD are provided access to an equitable, data driven, coherent system of support within a healthy and safe learning environment.	SMFCSD provides rigorous, high quality and equitable education in a safe and supportive environment that celebrates all culture, identifies and abilities in partnership with our families and community.
SMFCSD educates and empowers students to live and learn with joy and belonging through equitable opportunities with community partnership.	SMFCSD provides an equitable and inclusive environment where all children and staff feel safe and accepted in order to become lifelong learners.
	The SMFCSD provides rigorous, high-quality education in a safe, healthy and inclusive environment while collaborating with our families and community to engage their full academic social and emotional potential.

Building Blocks Framework for Professional Practices



Responsible Fiscal Support



Shared/Distributed Leadership



Professional Development



Family & Community Engagement



Informed Decision Making

The 4 Ps



Lens



Tools



IDENTIFIED NEED CATEGORIES



WELLNESS



TEACHING/LEARNING



ACHIEVEMENT



EQUITY



PRE-K READINESS



INTERVENTIONS

Three Broad Goals with Longitudinal Outcomes to address need areas identified by the SPWG - following are a few need areas:

Social emotional and mental health awareness & resources - students & staff

Facilities upgrade: thoughtful landscaping, welcoming physical climate for learning

Community partnerships and recognition

Cross district communications and collaboration

After school programming

Technology upgrades

Examples

Identified Need	Broad Goals	Longitudinal Outcomes Goals
Wellness	High quality social supports for students in grades 6-8.	Students will enter high school prepared to exhibit respect and appreciation for themselves and others while engaging in inclusive environments.
Teaching/Learning	Believe that every child CAN learn, and we CAN teach all children.	
Achievement	Maximize achievement for all students.	Prepare all students to excel in high school and eliminate the achievement gaps.
Pre-K Readiness	Ensure high quality academic and social readiness for all children entering kindergarten.	
Equity	All students will have equitable access to academic programs and resources that will enable each child to achieve his/her full potential.	Our district will accept responsibility for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning.
Intervention & Acceleration	Provide academic and social interventions for all students K-12 Provide high quality academic acceleration for grades 6-8.	



Culture eats strategy for breakfast

— Peter Drucker

CSBA

Sepideh@sepidehyeh.com

818-857-2320