

SUPERINTENDENT'S PLAN OF ENTRY

LISTENING TO LEARN
AND LEADING
FORWARD



WASHOUGAL
SCHOOL
DISTRICT

Dr. Mary Templeton, Superintendent
July 2018 - May 2019
Progress Update February 2019



INTRODUCTION

“THE FUTURE OF THE WORLD
IS IN MY CLASSROOM TODAY.”

-Ivan Welton Fitzwater

It is critical that a new superintendent develops an understanding of a District. This plan is meant to be a dynamic, iterative strategy for Dr. Templeton’s entrance into the District. Feedback will be gathered from the Board of Directors, staff and community members to further enhance the plan’s effectiveness. The goal of this plan is to create a smooth and successful transition of leadership, allowing the District to continue to progress forward in as seamless a manner as possible. Readers of the plan are encouraged to contact Dr. Templeton (360) 954-3001 with suggestions they feel would contribute to the design and implementation of the plan.

All activities in this plan will be conducted while the Washougal School District, a complex organization, is engaged in ongoing operations. Consequently, the superintendent shall be enacting this plan while simultaneously conducting all expected responsibilities of leading and operating the District.

DISTRICT MISSION STATEMENT

Creating a supportive and welcoming environment for student success, our schools and community will collaborate to ensure all students become self-reliant, well-rounded, and productive citizens through a broad range of opportunities.

Offering ALL Students
Opportunity for
Engagement, Achievement,
and Excellence



PHASES OF WORK



PHASE I: ENTRY

July 1 – December 31, 2018

During this phase of the plan, Dr. Templeton will be actively seeking multiple perspectives on the District. Additionally, she will become familiar with the operating processes of the District. She will be “listening to learn and leading forward” in order to develop a deep understanding of the historical and current context of the Washougal School District’s strengths, hopes and challenges. Additionally, she will share her core values and beliefs. This combination of listening and sharing is designed to build trust, develop relationships, and identify the strengths and challenges of the District. The plan will set the tone for a collaborative leadership environment in which multiple perspectives and voices are sought.

She will utilize four guiding questions to inform her work in this process:

- What is going well in the Washougal School District?
- What are the key issues facing our school system which need attention?
- What are your hopes for the Washougal School District into the future?
- How can I be most helpful in my role as superintendent?

Progress Key

- = Finished
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Additional questions will be used and discussed with specific individuals based upon their roles in the system or community.

During Phase I, Dr. Templeton will employ the following strategies:

- Meet with members of the Board of Directors as individuals and as a group to develop positive working relationships and to identify community groups for which the Board Directors can provide introductions
- Visit each classroom in the District by allocating a minimum of a half a day per week for those visitations
- Attend at least one staff meeting in each school in the District and ask staff to participate in a protocol to provide input into the key questions
- Attend and participate in community events
- Attend and participate in co-curricular school events

- Review and develop an understanding of the District's:
 - ☑ collective bargaining agreements
 - student and employee handbooks
 - ☑ policies and procedures manuals
 - ☑ school improvement plans
 - ☑ past Board of Director agendas and minutes
 - grants
 - ☑ budgets
 - ☑ student achievement metrics
 - ☑ 2016-2017 and 2017-2018 Board/Superintendent/District Priorities
 - ☑ internal and external communications opportunities
- ☑ Meet with leadership teams from all Associations represented in the District
- ☑ Facilitate a minimum of three "Meet the Superintendent" forums throughout various locations in the District
- ☑ Attend meetings or events of local civic groups including Rotary, the Washougal Arts and Culture Alliance, the Washougal Schools Foundation, and other groups as identified by stakeholders
- Meet with recent graduates and students who did not complete their education
- Invite homeschooling families to meet with the superintendent
- Meet local and regional elected officials and develop communication channels with them
- Meet with higher education officials from Clark College and Washington State University, Vancouver
- ☑ Meet individually with principals and central office administrators to develop an understanding of their goals and challenges
- Attend city council meetings in Washougal and Camas and begin planning for a joint schools presentation on the "State of the Schools" report
- ☑ Meet with ESD 112 Superintendent, Tim Merlino, in order to become familiar with the protocols and services of the region
- ☑ Meet with Washougal Booster groups
- Meet with community partners including representatives from the libraries, PTA groups, senior citizens groups, faith-based partners, scouts and others as identified by stakeholders
- Seek discrepant views and outliers to gather as many perspectives as possible

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The work products from this phase of the plan will be extensive notes and observations. During this process, Dr. Templeton will strive to listen for understanding to ensure that she is correctly interpreting what is being shared. She may conduct member checks with some individuals she has met

with to make sure that she is correctly interpreting the information they have shared.

PHASE II: DATA ANALYSIS

January 1, 2019 – February 28, 2019

During this phase, Dr. Templeton will analyze data and synthesize it into themes. She will develop a written report to include a summary of the work completed, as well as the analysis and synthesis of the information gleaned from the work.

PHASE III: DISSEMINATION OF THE REPORT AND PRELIMINARY RECOMMENDATION FOR CONSIDERATION

March 1 – May 30, 2019

During this phase, Dr. Templeton will share the report she has completed with the Board of Directors, staff, and community. The purpose of this sharing will be to use the data to collaboratively move forward to build upon the successes of the Washougal School District, leverage its strengths, and develop a path for the future which addresses identified challenges. By sharing the work with the Board, each school staff, and community, we can work together to use it to inform and shape our 2019-2020 Board/Superintendent/District Priorities, our school improvement plans and our resource allocations.

STRUCTURES:

In order to learn what is working well in the District and where there might be opportunities for growth, entry activities are geared toward active listening and authentic engagement. The following activities are planned:

- School Visits
- Meetings (group and one-on-one) and a retreat with the Board of Directors
- Meetings (group and one-on-one) with key stakeholders: principals, teachers, classified staff, community leaders, district leadership, union leadership, mayor, elected officials, and other identified stakeholders
- Data analysis and document review
- Media engagement



GOAL AREAS



GOAL 1: LEARNING ENVIRONMENTS

Develop schools which are safe and conducive to learning, inspire community pride and use resources cost-effectively

- Monitor final completion of capital facilities projects to ensure projects are finished, including the **summer capital projects**
- Complete a thorough financial review – identify funds available for future projects and/or land purchase
- Monitor and tour all district facilities with an eye for current conditions and any needed improvements

GOAL 2: EXCELLENT STAFF

Attract and retain a high-quality staff by offering regionally-competitive compensation, good working conditions, and recognizing excellence in performance

- Decide organizational changes and assignments for 2018-19
 - Complete hiring for open certificated, classified, and administrator positions
- Monitor and complete negotiations with WAE, PSE, PAW, and Extracurricular contracts
- Support the continued development of performance evaluation tools for Principals, Assistant Principals, and Central Office Administrators
- Guide and support the continued development of a new-teacher mentoring program
- Guide the development of a staff recruitment plan to include:
 - Hiring strategies
 - Timely recruitment
 - Diversity of candidates
 - Schedule and resources

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GOAL 3: ACHIEVEMENT FOR EVERY STUDENT

Ensure all students have high levels of academic achievement with

a focus on literacy and mathematics. Increase student learning through improved leadership, instruction, supports and a culture of continuous improvement.

- ☑ Guide and support the continued curriculum adoptions, district-wide
- ☑ Guide a multiple stake-holder process to gather input, develop and recommend a new Strategic Plan, beginning in school year 2019-20
- ☐ Create a district-wide accountability framework, to include:
 - ☐ Levels of accountability (student, teacher, administrator, school)
 - ☑ Measures and performance targets for elementary, middle and high schools.
 - ☐ Differentiated levels of support, assistance, and flexibility based on need
 - ☐ Appropriate recognition of achievement
 - ☑ Alignment with state accountability systems
 - ☐ Multiple measures of achievement used to gauge success
- ☑ Guide High School improvement work to include:
 - ☑ A review of structural and instructional practices
 - ☑ A review of graduation requirements and course taking patterns and offerings
 - ☑ A review of College, Career and Technical readiness
- ☐ Guide development of a curriculum review plan for evidence of effectiveness in improving student achievement, closing the gap between all student populations, and alignment with state standards
- ☐ Monitor next steps around system-wide literacy and math work including professional development for teachers and acceleration and intervention opportunities for students
- ☐ Guide development of 8th grade to 9th grade transition, with focus on 9th grade pass rate and social/emotional supports

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GOAL 4: RESOURCE STEWARDSHIP

Align resources to maximize student achievement while maintaining the financial stability of the district

- ☑ Allocate sufficient resources to attract and retain high-quality teachers and staff
- ☐ Guide public budget forums throughout the school year, which provide transparency and accountability to the public while developing fiscal priorities for student achievement
- ☑ Guide public hearing on 2018-19 budgets in July and prepare for adoption in August with narrative budget to follow
- ☑ Guide development of a plan to acquire additional resources (philanthropic/local and state grants) to support the strategic work
- ☐ Maintain fiscal solvency over time, while still meeting staffing and achievement goals

GOAL 5: NEIGHBORHOOD AND COMMUNITY ENGAGEMENT

Improve academic achievement of all students through communication, access to information, and a network of community partnerships.

■ Conduct a listening, relationship-building, and sharing the vision campaign with the following:

- ☑ Political Leadership
 - ☑ Local officials (mayor, council member, city managers)
 - ☑ State Legislators
 - ☑ State Superintendent of Public Instruction Chris Reykdal and key OSPI staff
 - ☑ ESD 112 Legislative Agenda Team
- ☑ Parent and Community Leadership
 - ☑ Washougal Schools Foundation
 - ☑ PTA/Boosters
 - ☑ Rotary
 - ☑ Camas Washougal Community Chest
 - ☑ Camas Washougal Chamber of Commerce
 - ☑ Unite! Washougal Community Coalition
 - Refuel Washougal
 - ☑ Camas Washougal Economic Development Association
 - ☑ Washougal Arts and Culture Alliance
- Higher Education Leadership
 - Clark College
 - WSU Vancouver

- ☑ Association Leadership and Employee Groups – Meet regularly throughout school year to talk about success and challenges
 - ☑ WAE
 - ☑ PAW
 - ☑ PSE
 - ☑ WAA
- ☑ Media Relationships – Continue positive relationships with media and articulate the district mission and vision
 - ☑ Camas Washougal Post Record
 - ☑ The Columbian
 - ☑ OPB
 - ☑ KATU
- Advisory Groups
 - Create a Superintendent’s student-advisory group
 - ☑ Offer an open forum of communication by hosting “Community Coffee with Mary and Renae”
- ☑ Communications
 - ☑ Weekly staff email: “Message from Mary”
 - ☑ Monitor district-wide communication tools and protocols for effectiveness

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*Many of the ideas from this plan come from others, in particular: “Highline Public Schools Superintendent’s Ninety-Day Plan,” by John P. Welch; “Shoreline Superintendent’s plan of Entry: Hitting the Ground Listening and Learning,” by Rebecca L. Miner.