

# SUPERINTENDENT ENTRY PLAN

*Dr. Tammy Campbell, Superintendent  
Federal Way Public Schools*

July 2015-January 2016

1 + 1 = 2



***LISTEN. LEARN. LEAD.***

***Leading Federal Way Public Schools towards a  
bright future for ALL students***



**Federal Way  
Public Schools**

## Introduction

*The Federal Way Public School Board has charged me, as incoming superintendent, with improving student achievement for ALL students and making the school district systems and processes more effective and efficient.*

*During the selection process, the Federal Way Public School Board of Directors communicated its priorities for the leadership qualities sought in a superintendent. Those qualities included a proven track record of instructional leadership, a vision for equity and access, an ability to plan for and ensure continuous improvement, and a commitment to engaging the broad and diverse stakeholders of the Federal Way Public Schools community so that student learning is enhanced.*

*Federal Way Public Schools (FWPS) is viewed across the state as an innovative and effective district. This proven track record of educational success for the students of FWPS highlights the opportunity the district has to be even better in the coming years.*

*The purpose of the entry plan is to create an intentional and inclusive process for the transition of the new superintendent into FWPS. The process is designed to create ideas for sustaining (building on the good work that is currently happening) and strengthening FWPS' distinguished record of successes (looking to the future with improved structures and leadership). This plan outlines the specific strategies that Superintendent Dr. Tammy Campbell will utilize to develop a deep understanding of what FWPS is doing well, what areas FWPS can improve, and how the community (both internal and external) can advise the superintendent in both of these areas.*



***“Let us put  
our minds  
together  
and see  
what life  
we can  
make for  
our  
children.”***

***~Sitting  
Bull***

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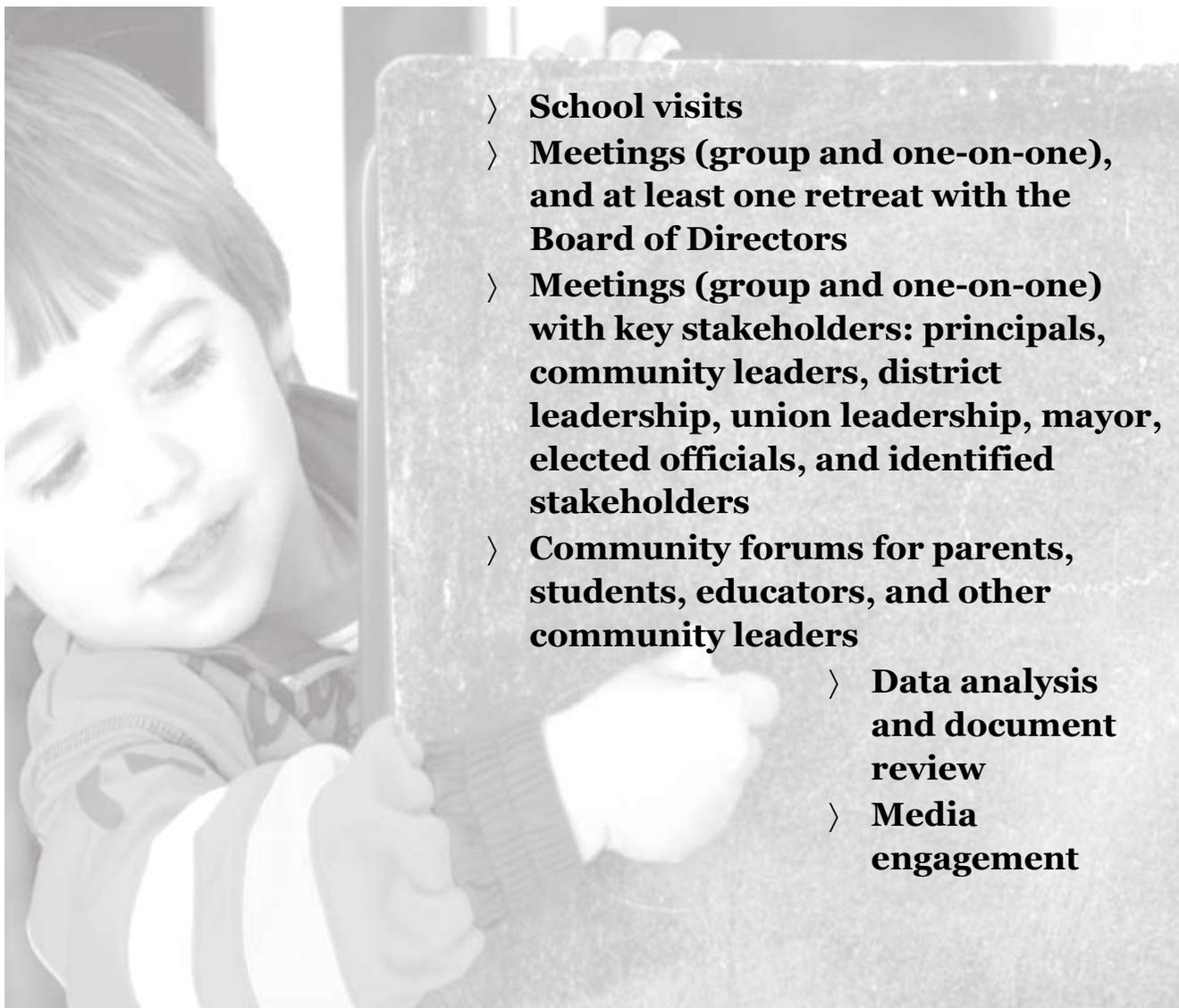


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## Structures

*To effectively ascertain what is working well in the district and where there might be opportunities for growth, transition activities are geared toward active listening and authentic engagement. The following activities are the core components of the plan:*

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## Entry Plan Goal Areas

**Goal 1:** Continue to develop and strengthen the governance team/Board Superintendent Relationship

**Goal 2:** Gain a deeper understanding of the organizational capacity and efforts in ensuring students are academically, emotionally, and socially successful: ready for post-secondary pursuits

**Goal 3:** Strengthen family and community engagement and enhance communication

**Goal 4:** Promote and ensure a positive, collaborative, and constructive climate focused on student outcomes

**Goal 5:** To identify and analyze the critical issues in FWPS that represent both barriers and opportunities for accelerating the performance of all students



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| <b>Pre-Entry Activities (April-June 2015)</b>  | <b>Progress</b>   |
|--|---|
| <i>Draft goal areas for entry activities</i>   |    |
| <i>Review critical documents such as student achievement data, survey results, contracts, organization charts, Board minutes, policies and procedures, operating budgets, results from audits for finance, special education, other grants, etc.</i> |    |
| <i>Draft Entry Plan and share with Board of Directors for the purpose of feedback</i>  |    |
| <i>Meet with Board President and individual Board members to deepen relationships and broaden perspectives</i>   |    |
| <i>Create a transition plan with interim superintendent and get a list of all upcoming hiring for central office and building administrators; proposed increases for 15-16 budget; and a plan for ongoing communication</i>                          |    |
| <i>Meet one-on-one with every principal and central office administrator</i>   |    |
| <i>Reach out and meet with former FWPS superintendents to gain a historical perspective</i>  |    |
| <i>Request job briefs from department heads (major responsibilities, projects, upcoming and long term work, accomplishments, names and roles for direct reports)</i>   |   |
| <i>Identify dates in April, May and June for orientation to FWPS</i>   |  |
| <i>Send a system email to administrators and all staff introducing myself</i>  |  |
| <i>Strategically attend meetings (Board meetings, interviews, etc.)</i>  |  |

**Progress Key:**

Not initiated



In progress



Complete



**Goal 1: Continue to develop and strengthen the governance team/Board Superintendent Relationship**

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|                |   |   |
|----------------|---|---|
| <b>Actions</b> | Share entry plan for feedback suggestions and guidance  |    |
|                | Engage in one-on-one meetings with board members to deepen relationships, understand their aspirations for the district, strengthen dialogue and to strengthen our shared vision for the school district  |    |
|                | Establish a regular meeting time with the Board President and Vice President  |    |
|                | Engage in first retreat/professional learning on Policy Governance  |    |
|                | Partner with the Board President and Vice President to plan the first Board Retreat to gain clarity on communication protocols, roles and responsibilities, norms of behaviors and interaction, expectations for the first year, agenda setting, future retreat dates, and calendar professional learning opportunities for the Board Superintendent Team |    |
|                | Develop and utilize appropriate communication protocols and expectations between the Board and the Superintendent   |  |
|                | Establish a structure and/or expectations for responding to stakeholder concerns, comments and feedback   |  |
|                | Outline plan and resources for creating a district strategic plan   |  |
|                | Calendar Board/Superintendent school visits   |  |

*Improving student achievement requires strong and effective leadership at the helm of every school district, with school directors working at the policy level, and district and school administrators working at the operational level. Together, school directors and administrators work as a governance-management team to ensure continuous improvement.*

~WSSDA

**Progress Key:**



Not initiated



In progress



Complete

**Goal 2: Gain a deeper understanding of the organizational capacity and efforts in ensuring students are academically, emotionally, and socially successful: ready for post-secondary pursuits**

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| <u>Central Office</u>  |   |
|--|---|
| <b>Actions</b><br>Meet with the FWPS instructional leadership team to discuss achievement data; instructional program alignment to standards; capacity of short- and long-term professional development plans to meet the training needs of principals, teachers, support staff, and central office staff; current goals; and priority action areas for the district                               | ■ |
| Explore how FWPS monitors data to ensure all Pre/K-12 students are performing at or above grade level and are receiving appropriate, targeted interventions  | ■ |
| Meet with FWPS instructional technology team to assess level of instructional technology integration   | ■ |
| Plan and facilitate multiple leadership retreats with the Leadership Team to develop trust by outlining norms, role clarity, responsibilities, expectations, Theory of Action, and systems for mutual accountability   | ➡ |
| Conduct one-on-one interviews and review resumes of all direct reports   | ➡ |
| Meet individually with leads of the major departments (Business Services/Finance, Human Resources, Teaching for Learning, Facilities, Student Support Services, Transportation, and Security/Safety) to be briefed on their current areas of responsibility, major initiatives under way with projected timelines, and major decisions that need to be made in one month, three months, six months | ➡ |
| Ride a school bus route  | ■ |

| <u>Building Based</u>   |   |
|---|---|
| <b>Actions</b><br>Site visits at all schools/programs: Conduct individual meetings with all principals and with school teams (staff, students, families) to obtain perspectives on the District's/school's strengths and opportunities for growth | ■ |
| Evaluate the performance of all schools, their initiatives for improvement, and data to determine progress  | ➡ |
| Host regional "listening and learning" forums for all staff to attend   | ■ |
| Host focus groups for current and former FWPS students  | ■ |

| <u>Association Partnerships</u>  |   |
|--|---|
| <b>Actions</b><br>Meet with union/association leadership to understand structure, deepen instructional focus, content and working relationships (Certificated, Classified, Principals, etc.) | ➡ |
| Conduct meetings/focus groups with all educator professional groups, including support staff to listen and learn   | ■ |
| Meet with all principals to develop relationships and hear hopes and fears   | ➡ |

*"Many a man would rather you heard his story than granted his request." ~ Phillip Stanhope*

**Progress Key:**



Not initiated



In progress



Complete



### Goal 3: Strengthen family and community engagement and enhance communication

| Actions   |  |   |
|---|--|---|
| Attend pre-existing meeting structures to engage the community (Key Communicators, PTSA Council, and others)  |  | ■ |
| Meet with key community leaders, including those from local service organizations and businesses, faith-based organizations, Kiwanis and the area Chambers of Commerce. Arrange meetings within the first 60 days |  | ■ |
| Do a ride along with the police chief; ride a school bus route  |  | ■ |
| Meet with the local newspaper to develop a relationship that showcases the strengths of FWPS and write an editorial article highlighting FWPS' assets for the Federal Way Mirror on a quarterly basis             |  | ➔ |
| Arrange to meet the mayor and the city council, and state legislators   |  | ➔ |
| Establish a principal advisory group to begin ongoing dialogue/feedback about our continuous improvement efforts between the superintendent and principals  |  | ➔ |
| Engage in nontraditional outreach to parents and community; develop a system for ongoing outreach via monthly meetings  |  | ➔ |
| Join Rotary, Federal Way Chamber of Commerce, and other civic organizations   |  | ■ |
| Begin planning for the creation of a 5 year strategic plan that includes community leaders and represents the broad diversity of FWPS   |  | ■ |
| Conduct a review of the communication department processes, practices, structures, and outreach to the entire community   |  | ■ |

#### Progress Key:



Not initiated



In progress



Complete



**Goal 4: Promote and ensure a positive, collaborative, and constructive climate focused on student outcomes**

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| <u>Commitments</u>   |   |
|--|---|
| Be a good listener...a really good listener  |   |
| Nurture a culture of feedback and honest communication about progress towards goals (what is working, what is not working) |   |
| Affirm and celebrate the strengths and assets of the district  |   |
| <b>Actions</b>   | Develop a system for showcasing school, staff, and student successes (newsletters clippings to students, Board meetings, etc.) <span style="float: right;">■</span>       |
|  | Calendar superintendent school visits for the 2015-16 school year <span style="float: right;">■</span>  |
|  | Systematize structures for celebrations of students, staff, and community <span style="float: right;">■</span>  |
|  | Use data (quantitative and qualitative) to inform the understanding of the current reality, what is working, and what is not working <span style="float: right;">➔</span> |
|  | Superintendent Newsletter (The Same Page) <span style="float: right;">■</span>  |

*Good Teams become great ones, when the members trust each other enough to surrender the me for the we.*

- Phil Jackson

**Progress Key:**

■ Not initiated     
 ➔ In progress     
 ✔ Complete



**Goal 5: To identify and analyze the critical issues in FWPS that represent both barriers and opportunities for accelerating the performance of all students**

*LISTEN. LEARN. LEAD.*

|                |   |   |
|----------------|---|---|
| <b>Actions</b> | Meet with Leadership Team members to review upcoming key requests for Board approvals, reports, and presentations scheduled for their departments | ➔ |
|                | Review department project plans to understand how the superintendent can sponsor the efforts  | ➔ |
|                | Analyze the fiscal year 2015 budget   | ➔ |
|                | Review all state and federal grants to evaluate their purpose, timelines, and plans for sustainability  | ➔ |
|                | Evaluate dropout/completion by school   | ■ |
|                | Evaluate the number of students in danger of not graduating and assess interventions that have been provided to assist these students             | ■ |
|                | Review any pending legal matters with school counsel  | ➔ |



**Progress Key:**



Not initiated



In progress



Complete