

Superintendent's 90 Day Transition Plan

Together we commit to Excellence in Education and Preparation for Life

Eatonville School District

Proposed by:

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Superintendent of Schools

Eatonville School District has a long history of excellence in schools and commitment from the community of shareholders. The Superintendent's Transition Plan will be primarily focused on building strong, collaborative, productive relationships with Eatonville's school community in order to achieve success as a team and to continue the excellent traditions within the community.

It is important to note I will perform my duties and responsibilities associated with leading and operating a small, rural school district while simultaneously executing the transition plan.

The Superintendent's Transition Plan will guide my work while I transition to leading Eatonville School District. This action will allow me to gain great insights regarding the strengths and needs of our students, staff, organizational system, and community as a whole as I conduct this proposed 90-day plan.

Ninety Day Plan Eatonville School District 2013-14

As the Superintendent of Eatonville, I will collect critical information regarding the strengths, needs, and challenges of our students, staff, organizational system, and community as a whole. This will be ensured by participating in listening and learning meetings conducted on an individual or group basis with board members, district leadership team, central office staff, principals, employee groups, professional associations, parent groups, community leaders, student advocacy groups, and community organization.

Goal One:

Achievement For Every Student

Ensure all students reach high levels of academic achievement with a focus on mathematics and literacy. Increase student learning through improved leadership, instruction, intervention supports and a culture of continuous improvement.

- Create a district wide accountability framework to include:
 - Levels of accountability (student, teacher, administrator, school)
 - Measures and performance targets for elementary, middle and high school
 - Differentiated levels of support, assistance and flexibility based on needs
 - Appropriate recognition of school wide and teacher specific results
- Guide High School support work to include: structural and instructional improvement, a review of graduation requirements and course taking patterns and offerings that support and align with a college going, career ready culture.
- Support schools which are positive and conducive to learning, inspire community pride and use resources in a cost effective, fiscally responsible manner.
- Monitor progress of capital facilities plan to ensure current construction projects are on time and on budget. Complete a thorough financial review- identify funds available for future projects

- Monitor implementation of Five Dimensions (5D) and TPEP plan for schools.
- Align internal and external support
- Guide Development of a curriculum review plan for evidence of effectiveness in improving student achievement, closing the gap between all populations including poverty, and alignment with state standards; Plan will address:
 - Review of Curriculum/textbook needs and adoption cycle,
 - Key areas of alignment work
 - Identify priority programs for evaluation and consideration including College in HS and Advanced Placement courses
- Monitor next steps around system-wide literacy and mathematics work including professional development for teachers and acceleration and intervention opportunities for students
- Begin conversations and research to create a framework for middle school study including best practices around instruction (mathematics and literacy) and structure

Goal 2: Fiscal Responsibility

Maximize the resources allocated for student achievement while maintaining the financial stability of the district.

- Create a project outline for a new student needs-based resource allocation that aligns with accountability system. Begin conversations with board and solicit input to establish a strategic plan

- Guide development of a finance plan that supports the 5% reserve and increased student achievement

Goal 3: Neighborhood and Community Engagement

Develop transparent and positive communication, access to data, and a network of community partnerships.

- Increase personal knowledge and understanding of the Eatonville School District and community including its culture, traditions, and history.
- Develop effective school/ home partnerships to ensure the success of our students. Establish a positive, professional, and collaborative relationship with professional associations and labor groups.
- Establish positive and productive working relationships with district leaders, business leaders, faith leaders, and the media within the ESD.
- Conduct a listening, relationship building and sharing the vision campaign with the following:
 - Political Leadership Local officials (mayor, council members, city manager, others)
 - State Legislators:
 - OSPI staff relevant to Eatonville
 - Parents and Community Leadership
 - Eatonville Parent Partnership
 - Eatonville Schools PTSA:

- Rotary, Lions, and other business and civic organizations
- Cultural and faith based organizations
- Higher education Leadership: University of Washington; Tacoma Community College
- Union Leadership and Employee groups

- Begin formulating with Board the Eatonville Strategic Planning Process
- Create steering committee to Research best practices and review samples for rural districts our size
- Establish a facilitator for process
- Establish timeline and Benchmarks for the process, including public input and transparency planning
- Plan for August 19 Board retreat
- Media Relations- Continue positive relationship with media; articulate vision of district
- Communication with Advisory groups:
 - Continue Key communicators group: Establish qualitative feedback data and request “best thinking “ around strategies and initiatives to build support for decisions and direction.
 - Create a Student Advisory group: Listen to students issues and concerns, Meet 3 times (Fall, Winter, Spring),
 - Create Superintendent Advisory group to assist in “systems thinking” about major issues, direction and initiatives, Meet monthly, informal setting.

- Monitor District wide communications tools and protocols for effectiveness Conduct website review for effectiveness

Krestin's Personal Learning Plan

(Additional activities to support my learning)

- Board of Directors: Establish positive collaborative working relationships with individual board members and the board as a whole
- Objectives:
 - Establish the board and superintendent as a cohesive leadership team to ensure the academic growth of all students.
 - Develop and implement effective communication protocols between the Board and the superintendent.
- Intended Activities:
 - Share Superintendent's Transition Plan with the Board President and each Board member for feedback and suggestions.
 - Develop a clear understanding of responsibilities, expectations, and communication systems to promote an effective and efficient Board-Superintendent working relationship.
 - Establish regular one-on-one meetings with individual board members in order to broaden perspectives on

issues associated with district operations.

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- Establish regular meetings with the Board President for reviewing board meeting agendas and for discussing board matters.
- Conduct Board /Superintendent Retreat (August) (scheduled with Krestin, the Board and facilitator): Discuss: communication and meeting schedules and protocol, expectations and roles, a strategic agenda/work plan for the year, Superintendent's evaluation process.
- Schedule off site conversations with individual board members to build relationship and discuss concerns, hopes, dreams and issues
- Meet With Direct Reports
 - Ask for discussion on major goals/projects/challenges for their respective areas
 - Ask following questions at the first meeting:
 - What are you most proud of in Eatonville and in your position?
 - What are the biggest opportunities facing us in the short term? Long

<p>Term?</p> <ul style="list-style-type: none"> ▪ If you were me, what would you want most to know and understand before September? ▪ What are the strengths of our culture? ▪ What do you need to learn or have to be at the top of your game? ▪ What do you dream about? <ul style="list-style-type: none"> • Meet with the Teachers Association <ul style="list-style-type: none"> ○ Listen to concerns, issues, hopes and dreams ○ Discuss vision, direction and expectations ○ Review communication tools/ protocols for sharing information • Establish 2013-14 schedules to hold conversations with key employee groups and to visit schools <ul style="list-style-type: none"> ○ Quarterly conversations with various employee groups ○ Purpose: begin the process of getting to know me, and listening to their concerns about where we are headed ○ Plan for Friday mornings and other scheduled time to be out at schools: Every school every week • Conduct “Theory of Action” retreat with Administrative Team <ul style="list-style-type: none"> ○ Develop Eatonville Theory of Action (combine) ○ Theory of Education aligned to the 5D of teaching and learning ○ Theory of Organization 	<ul style="list-style-type: none"> ▪ Theory of Change ▪ Design of Accountability Framework: 5D ▪ Focus is on Leadership development for all administrators: Growth and Goals <ul style="list-style-type: none"> • Conduct “Cabinet” Retreat <ul style="list-style-type: none"> ○ Who are we as leaders, individually and as a team? ○ How we operate and lead? ○ What does our work look like for 2013-14...3 years from now? • Development of understanding for Eatonville’s strategic planning phase One: <ul style="list-style-type: none"> ○ This phase will consist of compiling collective efforts and feedback of the district team and developing Eatonville School District’s 2014 Strategic Action Plan, which will be presented to the Board of Trustees and to the Eatonville community. The action plan will serve as the roadmap to continue the academic achievement levels of all students. Accountability benchmarks will be established to ensure all district and campus personnel are held to the highest standard of excellence.
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