

**WESTPORT BOARD OF EDUCATION**

**SPECIAL MEETING**

**REVISED AGENDA \***

(Agenda Subject to Modification in Accordance with Law)

**SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:**

Pursuant to the Governor's Executive Order No. 7B, there will not be a physical location for this meeting. This meeting will be held electronically and live streamed on westportps.org and shown on Optimum Government Access Channel 78 and Frontier Channel 6021.

**PUBLIC CALL TO ORDER**

5:30 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B

**EXECUTIVE SESSION:** Interview Candidate for Assistant Superintendent for Pupil Personnel Services

**RESUME PUBLIC SESSION//PLEDGE OF ALLEGIANCE**

7:00 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B

**DISCUSSION/ACTION**

- |  |                 |
|--|-----------------|
| 1. Possible Appointment of Assistant Superintendent for Pupil Personnel Services | Dr. David Abbey |
|--|-----------------|

**DISCUSSION**

- |   |         |                   |
|---|---------|-------------------|
| 1. Review of Superintendent Entry Plan, <i>pages 1-22</i> | (Encl.) | Ms. Candice Savin |
| 2. Board Goals for 2020-2021 School Year, <i>page 23</i>  | (Encl.) | Ms. Candice Savin |

**ADJOURNMENT**

\* A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

To: Westport Board of Education Members  
From: Thomas Scarice, Incoming Superintendent of Schools  
Date: May 6, 2020  
Re: Strategic Entry Plan Concept for Consideration

I would like to thank the Board in advance for their consideration of the concept of a formal strategic entry plan for the initial year (2020-2021) of my tenure as the new Superintendent of the Westport Public Schools. If designed skillfully, and executed effectively, a formal strategic entry plan can establish trust and credibility across stakeholders in the wider school community, while arriving at a mutual understanding of the organization's culture, and past and present successes and challenges.

Honoring this critical stage of leadership transition with a formal strategic entry plan can catapult the system in the long-term towards the common goal of higher levels of performance for all stakeholders. A formal 2020-2021 strategic entry plan can lay the foundation for organizational renewal in the form of a future long-term comprehensive district strategic plan that captures the system's enduring aspirations in subsequent years.

While this plan will represent the essence of the district's primary strategy for the 2020-2021 school year, I would like to assure the Board that I will simultaneously execute a commonly agreed upon entry plan while performing the expected duties and responsibilities associated with leading the school district, including any urgent needs before us. The past couple of years have presented a number of challenges to the district. That said, with appropriate input from the Board and the leadership team, I will include these pressing needs in any specific transition goals outlined in the formal strategic entry plan.

This memo will be structured with the following components:

- Introduction/Context
- Essential Strategic Question
- Rationale/Purpose of a Strategic Entry Plan
- Components of a Strategic Entry Plan (Phases/Timeline, Transition Goals, Outcomes, Initiatives)
- Future Actions
- Exhibits

### **Introduction/Context**

Public schools are complex systems. Public schools in the 21<sup>st</sup> Century are infinitely more complex than those in previous generations. In his book, "Out of the Crisis" (1986), renowned engineer and management consultant, Dr. W. Edward Deming, defined a system as a "network of interdependent components that work together to try to accomplish a common aim".

The aim of public schools has evolved exponentially in the information age. The demands of the global economy, the complexities of citizenship, and the necessity of constant, continual learning in the modern era have all conspired to push the public school agenda to new levels.

Additionally, in public schools, the "network of interdependent components" as defined by Deming can work at cross purposes if a common aim and strategy are not defined and arrived at through mutual

understanding within all levels of the system, from the classroom to the central office administration and Board of Education. To complicate matters further, perhaps the only certainty about the future is uncertainty (i.e. economic, cultural, technological, ecological, etc.).

To confront these challenges, public schools must commit to the continual and never-ending improvement of the system while capably adapting to change and rethinking problems in new ways which produce solutions that matter and last. Undoubtedly, this commitment to continual and never-ending improvement can only be initiated and sustained through leadership from the superintendent and governance through the Board of Education.

### **Essential Strategic Question**

To frame this challenge, an essential strategic question to consider is:

- If we must continually change, adapt, and improve our system to confront the challenges of educating in the 21<sup>st</sup> Century, how do we position the district to do so effectively at this critical stage of leadership transition?

### **Rationale/Purpose of a Strategic Entry Plan**

Changes in leadership can produce great excitement, but also great confusion and anxiety. As the new leader it is tempting to plunge into the work of the district and reflexively act to solve problems with the superficial information available at hand. The most unsuccessful inductions to new leadership positions are historically fraught with casual, incoherent information gathering approaches that lead to immediate actions, but more often than not, bad decisions.

For this reason, I recommend an inclusive, systematic, and transparent approach through a formal strategic entry plan that will engage a broad spectrum of stakeholders, enabling me the immediate extraordinary opportunity to establish trust and credibility of my leadership on a personal level. Such an in-depth inquiry would provide me with a thorough understanding of:

- deeply-held values and norms of individuals,
- the networks of relationships and alliances across the system, and
- the esoteric forces that account for individual or group behavior while uncovering hidden conflicts and perceptions.

Behavior never lies. As the newly appointed instructional leader of the Westport Public Schools, it is incumbent on me to begin the process of establishing trust and credibility while developing strong professional relationships. In fact, the prospect of this opportunity excites me a great deal. However, a superficial, selective approach to my initial interpersonal interactions, without full regard for the countless individuals and interest groups within and across the broader school community, could present a potentially fatal discrepancy between my words and actions, thus my integrity.

It is my belief that leaders ultimately fail based more on who they truly are, rather than what they do. If I am perceived to be lacking in integrity, this perception will become a reality for the stakeholders I serve as the leader. A misstep of this magnitude would definitively compromise my ability to lead the Westport Public Schools to peak levels of performance.

In short, a formal strategic entry plan would offer collaborative learning activities that produce trust and credibility while generating necessary accurate information to inform long-term strategic planning recommendations and decisions.

### **Components of a Strategic Entry Plan (Phases/Timeline, Transition Goals, Outcomes, Initiatives)**

A formal strategic entry plan would replicate the features of a comprehensive, long-term, 3-5 year strategic plan. A draft entry plan for 2020-2021 would include multiple phases over the course of the year, as well as specific transition goals, outcomes and initiatives.

- **Phases/Timeline**

- **Phase I**

- Introduction to the School Community
- July 1, 2020-August 31, 2020

- **Phase II**

- Listen and Learn to Understand: Systematically Generate Data
- September 1, 2020-December 31, 2020

- **Phase III**

- Make Sense of Data: Private to Public Sense-Making Meetings/Presentations
- January 1, 2021-March 31, 2021

- **Phase IV**

- Engage and Plan: “Revisioning” of District, Refresh District Vision/Mission, Development and Board Adoption of Comprehensive Long-Term Strategic Plan
- April 1, 2021-August 1, 2021

- **Transition Goals**

Clear, specific transition goals communicate a commitment to action. The draft goals I would like the Board to consider would serve to ensure a successful transition while enabling opportunities for establishing trust and generating valuable, accurate data and evidence about the system. In addition, I would suggest the inclusion of goals to address the pressing, urgent matters before the community (i.e. reopening of schools, facilities issues, etc.). The number of goals ought to be ambitious, but manageable. Perhaps five or so goals would be appropriate.

Some examples of goals could include:

- Develop and strengthen the Board of Education/Superintendent relationship to enable effective structures and agreements to guide future planning and decision-making
- Develop and execute a comprehensive plan to reopen schools in the fall with fully developed emergency plans in the event of future prolonged school closures

These sample goals serve only an illustrative purpose. They are not intended to be exemplars. I would propose that I draft and submit for Board consideration, goals for the 2020-2021 school year as part of a formal strategic entry plan. These draft goals would be considered over the coming weeks with final consensus by July 1, 2020.

- **Outcomes**

Outcome measures are critical to the success of goals. These measures provide signals to stakeholders with regards to progress of the plan. In addition, such measures inform mid-course adjustments when appropriate.

For the purposes of a one year strategic entry plan, outcome measures may be more oriented towards the completion of specific tasks. An appropriate mix of quantitative and qualitative measures would be considered.

A measure for the illustrative goal above aimed towards developing and the strengthening Board of Education/Superintendent relationship could be demonstrated by the successful completion of a series of retreats memorialized in written norms and agreements about general rules of behavior, communication flow, and decision-making.

Again, I would propose that I draft and submit for Board consideration, outcome measures for the draft goals as part of a formal strategic entry plan. These draft outcome measures would also be considered over the coming weeks with final consensus by July 1, 2020.

- **Initiatives**

Initiatives are the engine that put the strategy into action. Management consultant Paul Niven explains in his strategic planning book “Balanced Scorecard: Step by Step”(2002) that initiatives are projects with a finite start and end date. Initiatives are meant to put the organizational strategy into action.

Finally, a coordinated set of targeted initiatives would be presented for Board consideration to support the goals of the strategic entry plan.

### **Future Actions**

In summary, if designed skillfully, and executed effectively, a formal strategic entry plan for the 2020-2021 school year would address the urgent issues before the Board and wider school community while positioning the entire system to approach the development and implementation of a comprehensive long-term strategic plan encompassing the subsequent 3-5 years. This draft timeline would culminate with Board consideration on a draft long-term strategic plan during the summer of 2021.

### **Exhibits**

Included in this packet are two sample superintendent entry plans from out of state districts. These samples are explicitly included as illustrative examples and not intended to serve as exemplars.

Exhibit A: Berkeley County Schools, Superintendent Patrick K Murphy, Ed. D

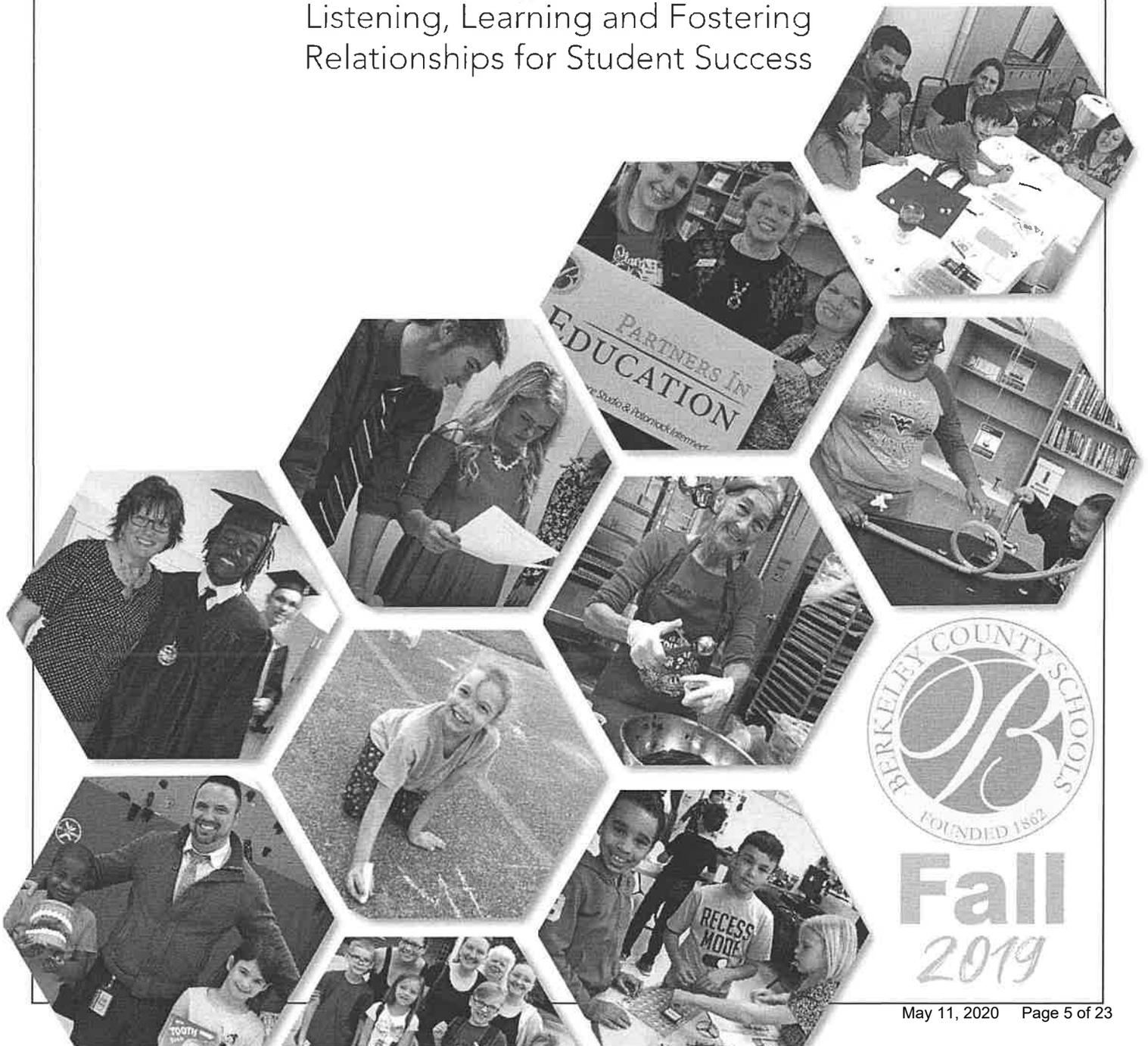
Exhibit B: Federal Way Public Schools, Superintendent Dr. Tammy Campbell

Berkeley County Schools

Entry Plan for **Patrick K. Murphy, Ed.D.**

*We're shaping the future...  
And there's a place for you.*

Listening, Learning and Fostering  
Relationships for Student Success



**Fall**  
*2019*

September 2019

Dear Berkeley County Schools Community,

Thank you for your interest in what's happening in Berkeley County Schools. I am hopeful we will connect over the next several months, to discuss what we want for our children, families, staff and community today and in the future. It is important I hear your interests, aspirations and thoughts about how we continue creating a place for children to learn and thrive.

As we meet, let's talk about what action items might look like, in both the short- and long-term, to give students opportunity and choice as they prepare for a successful future. The design of this entry plan creates venues for this conversation.

At this point, I am engaging with staff and the community. I look forward to connecting with students and parents as the school year unfolds. Additionally, I am reviewing a variety of resources ranging from academic information, the superintendent community survey and search advisory input. While only a snapshot of information, this provides a starting point to continue our conversation and hear firsthand from you.

As your new superintendent, I am grateful for the comprehensive hiring process our community engaged in last spring. Because of this process, I've already learned a handful of things that were especially meaningful to me:

- *Listen for the first 6 months – learning who the employees are and what they can do.*
- *"Tell our story!! We do great things every day."*
- *"It goes back to communication – understanding, listening, etc. Getting input from stakeholders, review policies."*
- *"Listening to the students on what they need."*
- *"School safety – drills, resource officers, preparation and prevention programs."*
- *"Focus on high expectations for self, others and students with a recognition of student growth."*
- *"HIGH EXPECTATIONS for academics and celebrating academics equally with athletics."*

I want to thank the community, for being so welcoming and inviting, as I come on-board. I know there are many great things occurring within Berkeley County Schools and I believe WE can build on this. I look forward to hearing more from you to gain a greater depth, knowledge and context around what we want for our children and community.

We are off to a great start; let's keep the momentum moving forward. I look forward to meeting and talking with you soon.

Continued success!



Patrick K. Murphy, Ed.D.  
Superintendent  
Berkeley County Schools



# 1

## entry **OBJECTIVE**

Create listen and learn opportunities in order to build relationships, make connections and understand our school communities.

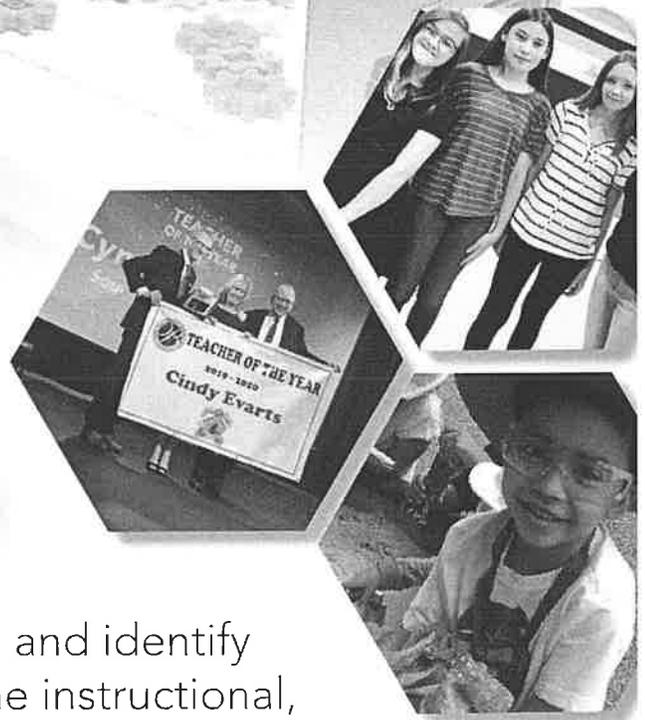
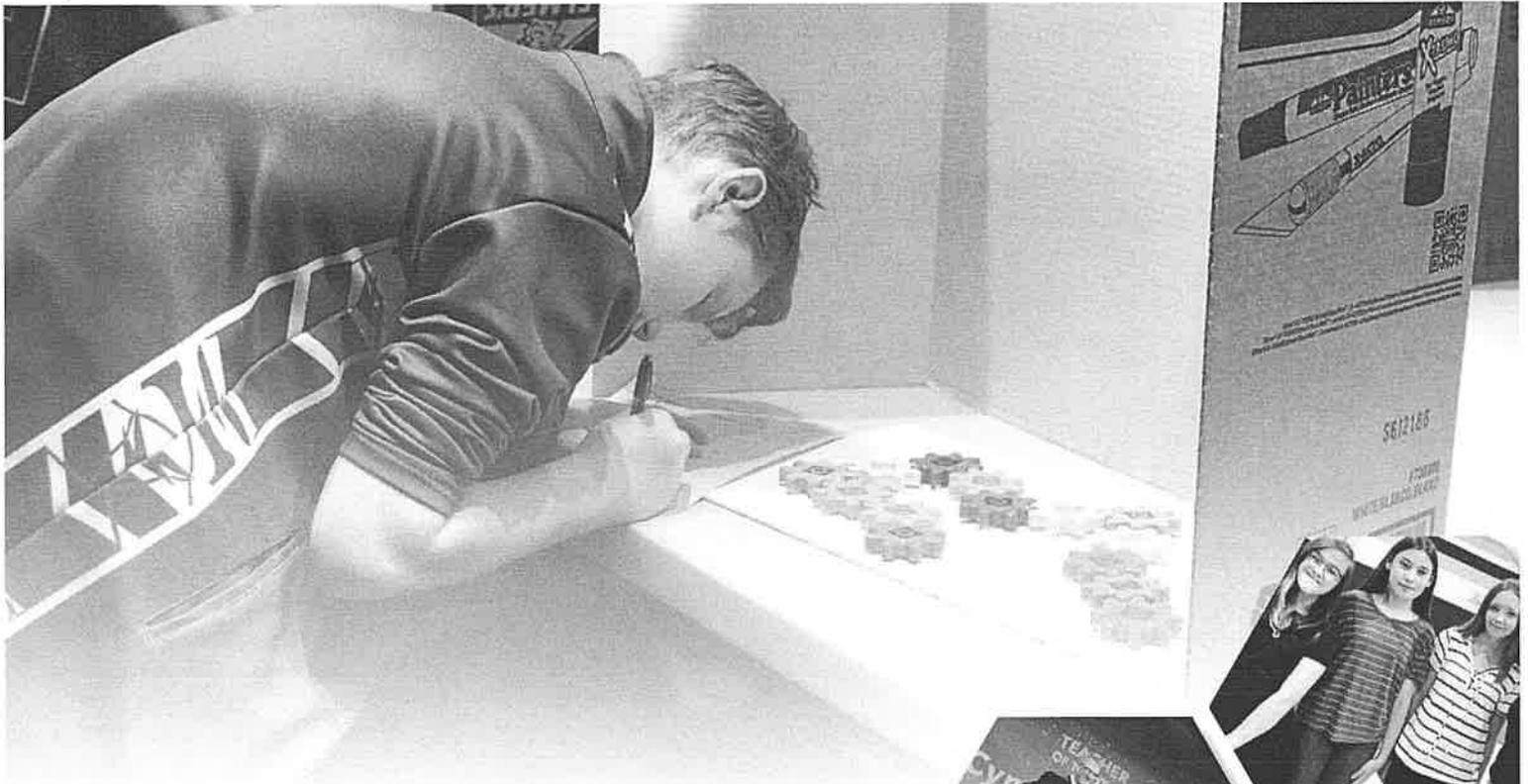


# 2

## entry **OBJECTIVE**

Establish strong, effective relationships with the school board, senior leadership and employees to support the work and success of Berkeley County Schools.





# entry **OBJECTIVE** 3

Study in-depth student academic success and identify focus areas to ensure a commitment to the instructional, emotional, physical and social well being of all students.

# entry **OBJECTIVE** 4

Promote the culture of excellence and continuous growth with a focus on student achievement, organizational structure and analysis, and school, employee and community relations.

# Action Steps

Supports Objectives: 1, 2 & 4

Prepare Entry Plan and share it with the board of education members and senior staff for feedback and suggestions.

Schedule meetings with established student and parent organizations for initial listening and learning sessions.

Send introductory communications to BCS parent/guardian and student communities.

Participate in First Day Back staff visits.

Schedule initial meetings to develop relationships with employee representative groups to facilitate open communication, provide opportunities for feedback, and align our work to support students and families.

Establish effective partnerships with representatives from district wide advisory groups to become aware of their work and priorities to support the goals of BCS.

Attend meetings of key organizations, such as the Chambers of Commerce, service clubs, etc., for an initial learning session.

Host an initial meeting with the Berkeley County School Business Partnership to review the status of their relationship with BCS.

Host initial meetings with key local and state elected officials and/or representatives to garner support for our students, their families and BCS employees.

Meet one-on-one with local media organizations to clearly communicate the educational goals of the district.

Supports Objectives: 1, 2 & 4

Visit with and listen to teachers and support staff to learn about critical issues facing the organization.

Meet with each board of education member individually to deepen relationships and better understand the needs of each board member.

Conduct one-on-one meetings with all direct reports to develop strong professional relationships to create a collaborative team for effective leadership of BCS.

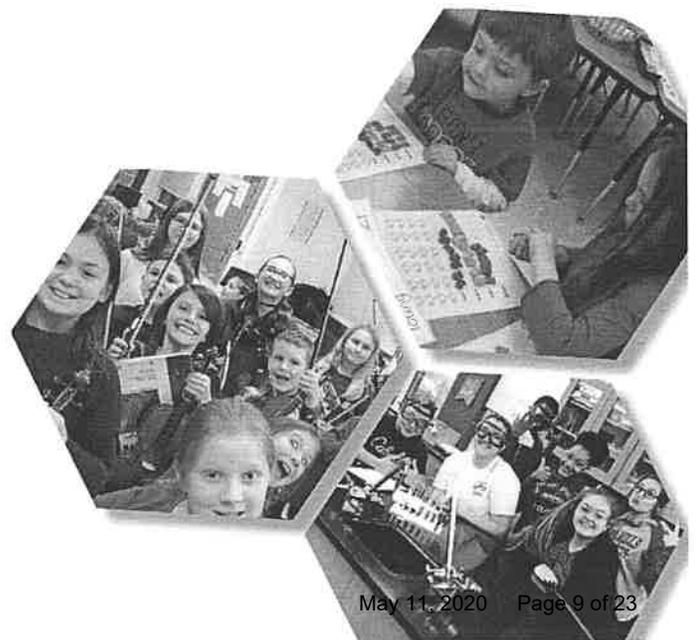
Meet with all school-based and department leaders to become knowledgeable and to understand each community they serve, their instructional and support services and resources, and the goals of each program.

Visit with school administrators to determine what they believe their current level of support to be from the central office staff.

Visit/meet each school and its leadership. Tour all school neighborhoods and communities.

Establish internal communication, public engagement and board agendas, and regular meetings with Chair and Board members.

Establish internal and external communication protocols, weekly meetings.



## Action Steps

Supports Objectives: 1, 2 & 3

Meet with city and county leadership, key businesses in the region, public safety leaders, college and university presidents, for an initial listening and learning session.

Meet with the community's key faith-based leaders, foundations, not-for-profit philanthropic leaders for an initial listening and learning session.

Analyze patterns in student achievement data and achievement gaps to begin to understand the current reality of Pre-K - 12 education in Berkeley County.

Meet with and understand the current initiatives and means for supporting schools by Curriculum & Instruction.

Supports Objectives: 3 & 4

Review the district's assessment plan with senior staff and directors to understand the district's preparation for state assessment.

Examine trends in individual schools' performance data with principals and central office instructional leaders, especially students with disabilities.

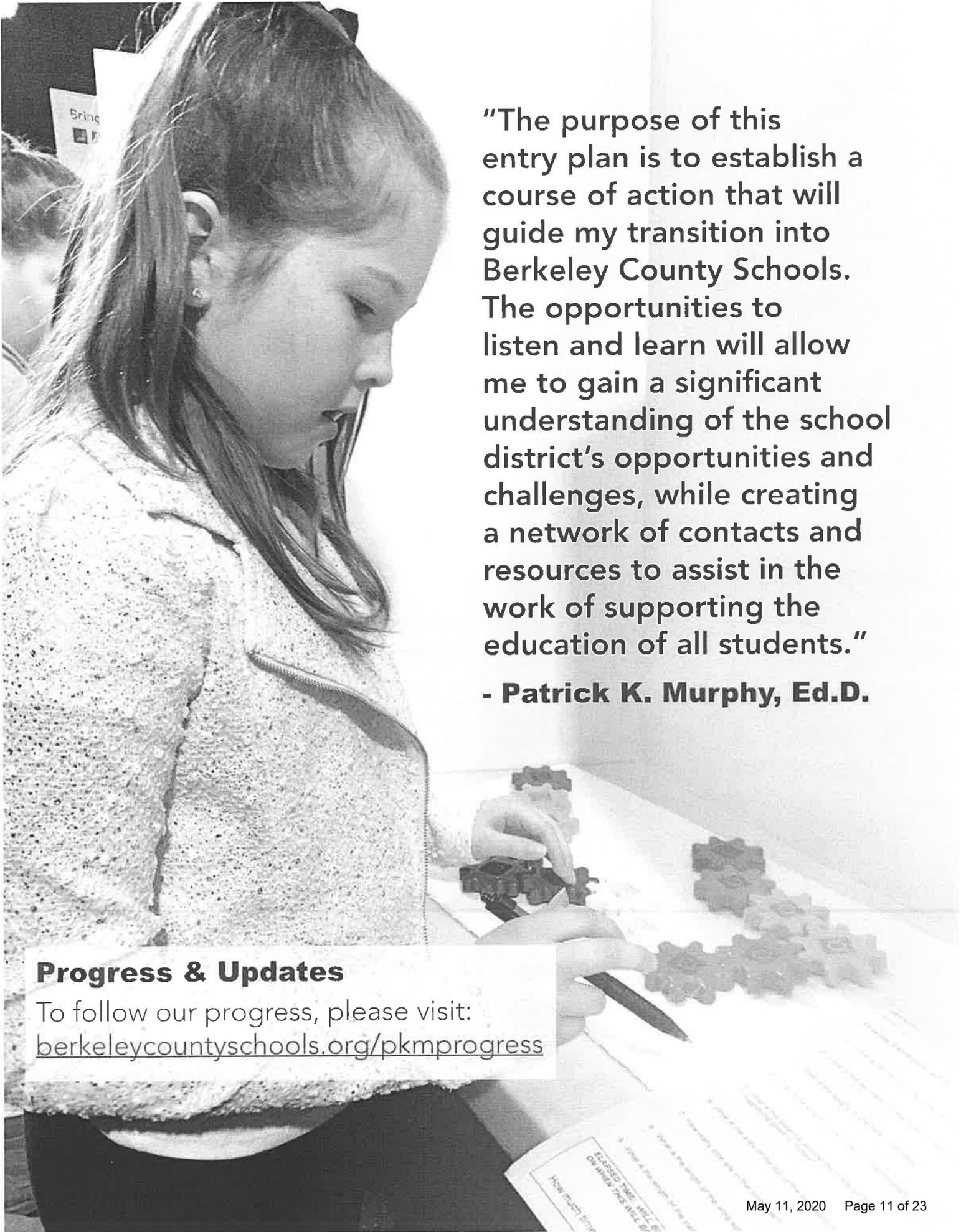
Work with communications director to develop a key communicators group that meets quarterly.

Review status and understand school district budget/funding streams supporting district operations.

Review the district's financial projections, resource allocation, and budgeting processes.

Conduct an organizational audit to review alignment and efficiency of current staffing structure to better understand the district's ability to support the schools we serve.



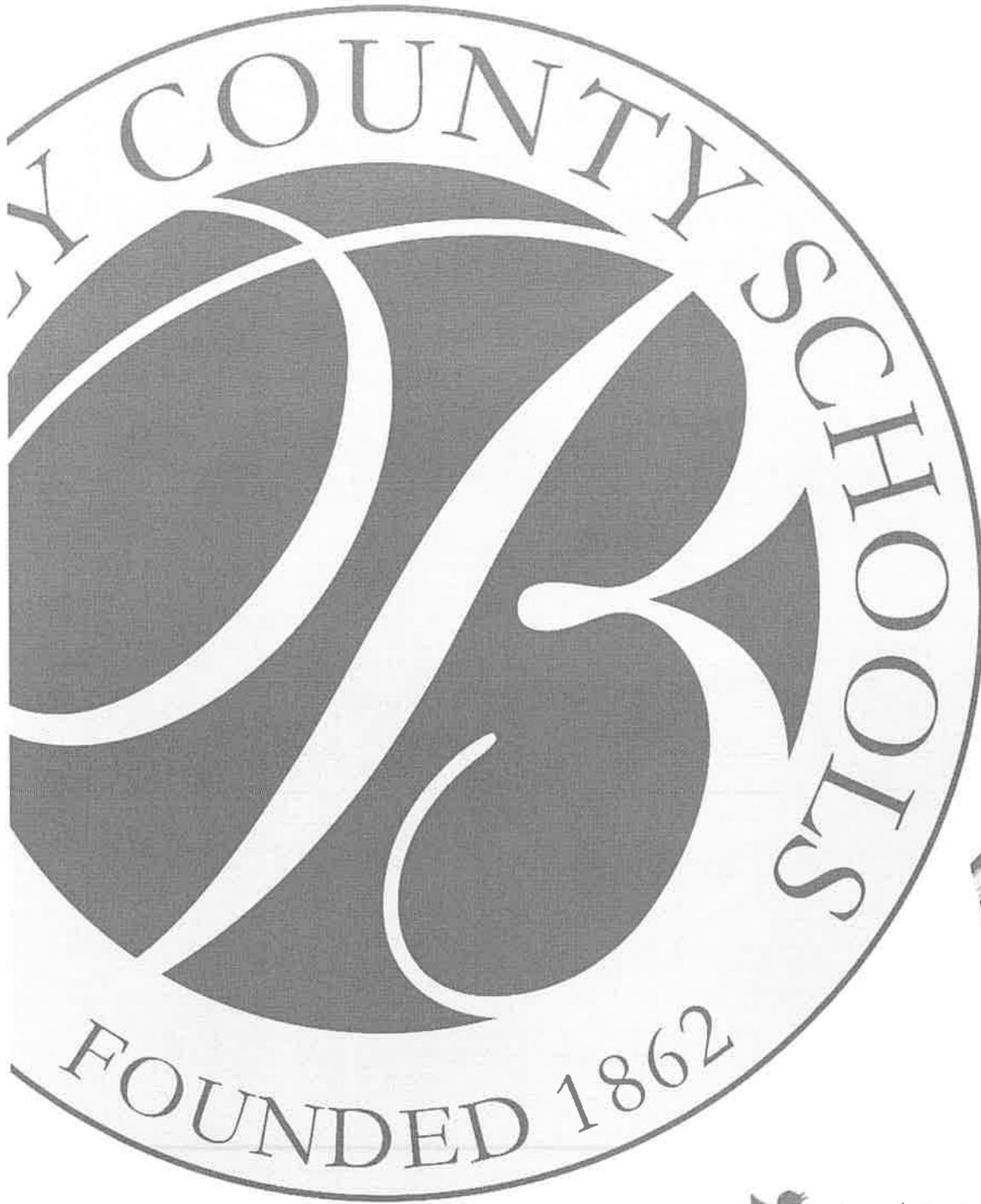


"The purpose of this entry plan is to establish a course of action that will guide my transition into Berkeley County Schools. The opportunities to listen and learn will allow me to gain a significant understanding of the school district's opportunities and challenges, while creating a network of contacts and resources to assist in the work of supporting the education of all students."

- **Patrick K. Murphy, Ed.D.**

### **Progress & Updates**

To follow our progress, please visit:  
[berkeleycountyschools.org/pkmprogress](https://berkeleycountyschools.org/pkmprogress)



@BerkCoSchoolsWV



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@BerkeleyCountySchools



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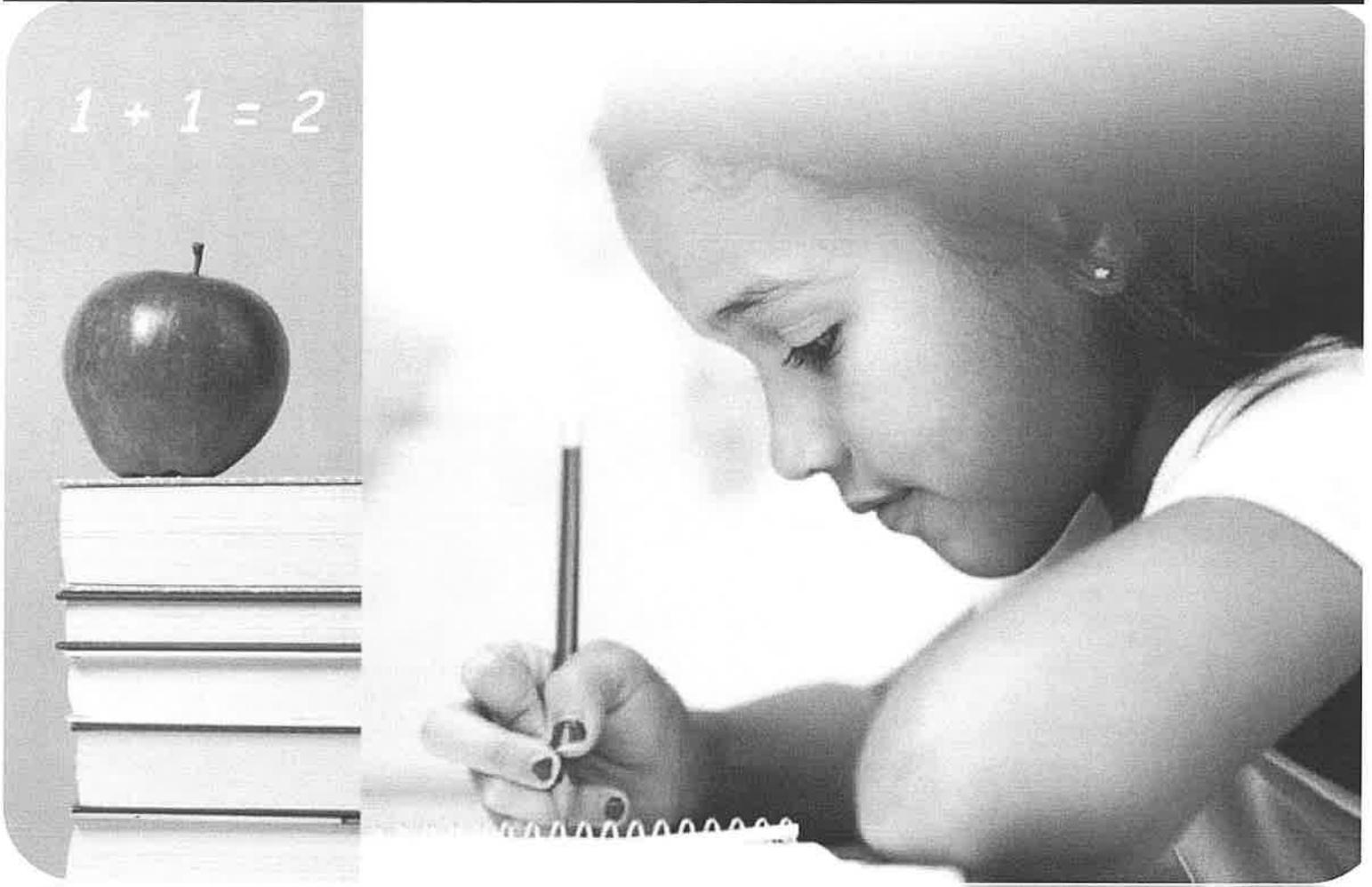
1453 Winchester Avenue, Martinsburg, WV 25405  
304-267-3500 ▪ info@berkeleycountyschools.org

[www.berkeleycountyschools.org](http://www.berkeleycountyschools.org)

# SUPERINTENDENT ENTRY PLAN

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

July 2015-January 2016



*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***

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

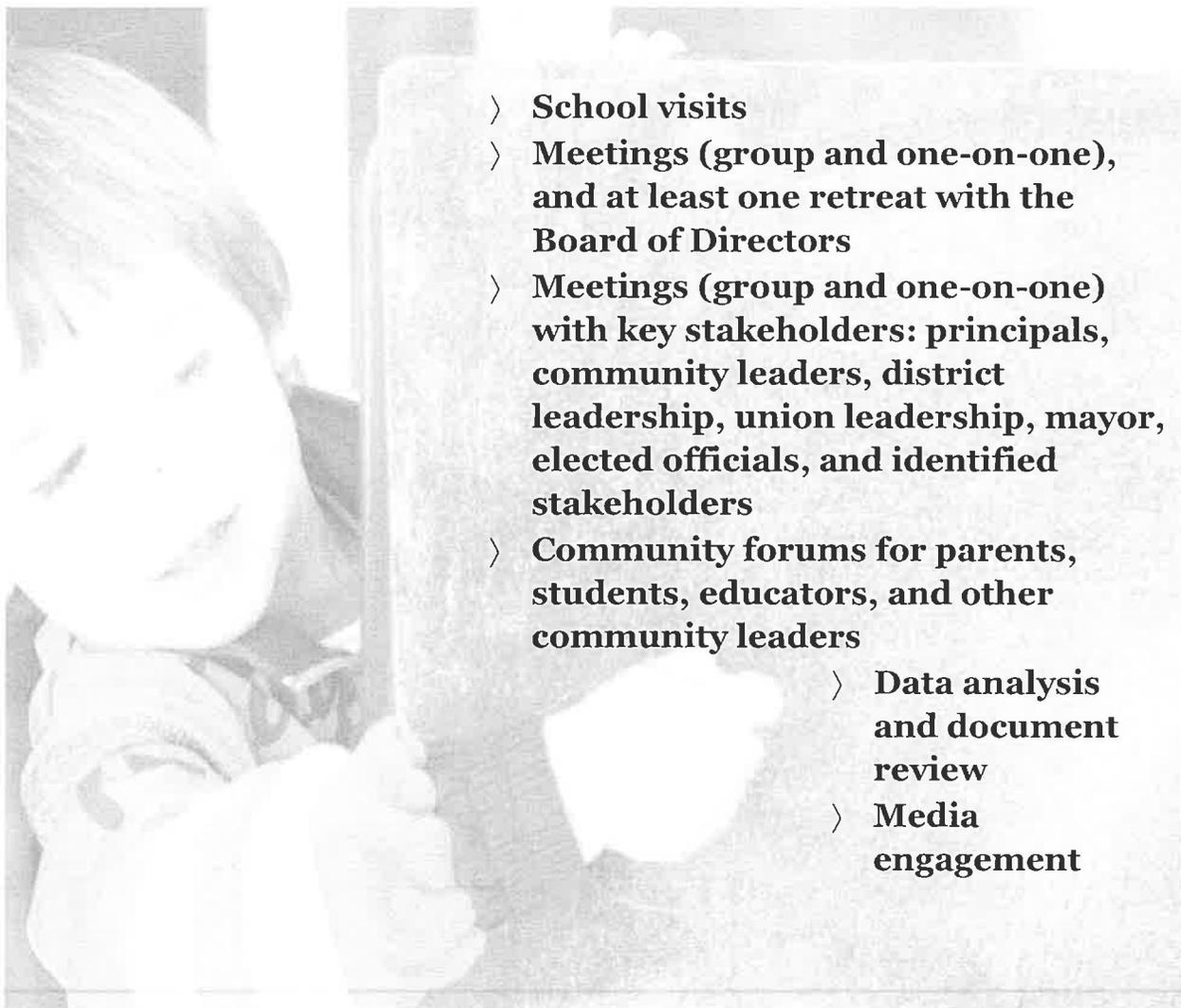


**Federal Way  
Public Schools**

## 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:*

**LISTEN. LEARN. LEAD.**



- › **School visits**
- › **Meetings (group and one-on-one), and at least one retreat with the Board of Directors**
- › **Meetings (group and one-on-one) with key stakeholders: principals, community leaders, district leadership, union leadership, mayor, elected officials, and identified stakeholders**
- › **Community forums for parents, students, educators, and other community leaders**
  - › **Data analysis and document review**
  - › **Media engagement**



### Entry Plan Goal Areas

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

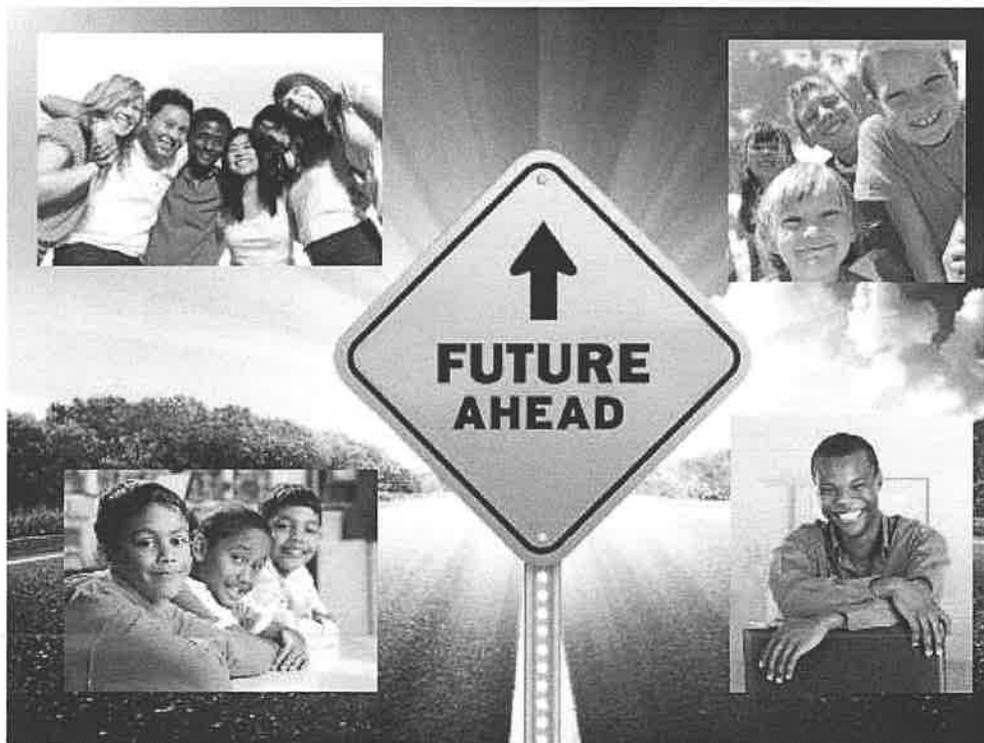
Goal 2: Gain a deeper understanding of the organizational capacity and efforts in ensuring students are academically, emotionally, and socially successful: ready for post-secondary pursuits

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

*LISTEN. LEARN. LEAD.*



<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**

*LISTEN. LEARN. LEAD.*

<b>Actions</b>	Share entry plan for feedback suggestions and guidance	<input checked="" type="checkbox"/>
	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	<input type="checkbox"/>
	Establish a regular meeting time with the Board President and Vice President	<input type="checkbox"/>
	Engage in first retreat/professional learning on Policy Governance	<input type="checkbox"/>
	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	<input type="checkbox"/>
	Develop and utilize appropriate communication protocols and expectations between the Board and the Superintendent	<input type="checkbox"/>
	Establish a structure and/or expectations for responding to stakeholder concerns, comments and feedback	<input type="checkbox"/>
	Outline plan and resources for creating a district strategic plan	<input type="checkbox"/>
	Calendar Board/Superintendent school visits	<input type="checkbox"/>

*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



LISTEN. LEARN. LEAD.

**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**

<b>Central Office</b>	
<b>Actions</b> 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	■

<b>Building Based</b>	
<b>Actions</b> 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	■

<b>Association Partnerships</b>	
<b>Actions</b> 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

LISTEN. LEARN. LEAD.

<b>Actions</b>	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



LISTEN. LEARN. LEAD.

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

<u><b>Commitments</b></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.)	■
	Calendar superintendent school visits for the 2015-16 school year	■
	Systematize structures for celebrations of students, staff, and community	■
	Use data (quantitative and qualitative) to inform the understanding of the current reality, what is working, and what is not working	➔
	Superintendent Newsletter (The Same Page)	■

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

- Phil Jackson

**Progress Key:**

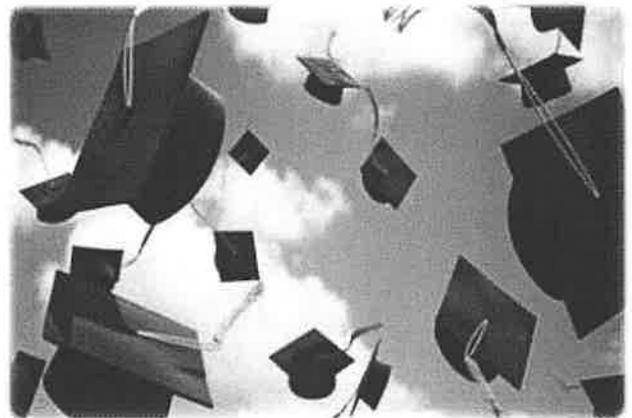
■ Not initiated   ➔ In progress   ✓ Complete



*LISTEN. LEARN. LEAD.*

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

<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



From: Candice Savin, Chair  
To: Board of Education  
Re: Areas of Focus Suggested by Board Members

The following is a list of areas of focus proposed by members of the Board of Education for discussion, in no particular order:

- 1) Continue to evaluate and improve distance learning
- 2) Detailed plan for reopening of school in September
- 3) Budget – look for ways to be more efficient without impacting quality
- 4) Budget – can we move to a budgeting process that delivers 2 or 3 year plans? Show direction we are going?
- 5) Long term use of facilities – holistic evaluation of how we use our facilities/what will serve us best in the future – redistricting/grade configuration/what buildings we need/what changes we may need to buildings, etc.
- 6) Assessment of special education program – address any achievement gaps, cost, staffing – set path forward
- 7) Look at instructional minutes/school day at elementary schools – look at more interdisciplinary teaching of science, social studies, etc.
- 8) Review of elementary school Spanish curriculum
- 9) Review of middle school math pathways
- 10) Evaluate and define role of instructional coaches across the district
- 11) Evaluate potential to offer more robotics and stem at all 3 levels
- 12) Review and updating of strategic plan
- 13) Establish and implement a district communications plan
- 14) Evaluate and implement ways to improve diversity education
- 15) Establish metrics to track student progress for any new initiatives
- 16) Establish 2 to 3 year capital plan