



Bellingham School District New Superintendent

:

*ing and Learning to Strengthen
Relationships for Student Success*

Last Updated: July 14, 2010

Plan of Entry

Introduction

The superintendent is responsible for fulfilling the mission of our district and schools improving student learning. This role provides essential leadership to obtain and develop quality staff, secure and manage funds and facilities, and encourage and maintain communication between the schools and the public. The purpose of this entry plan is to provide a structure to support Dr. Greg transition as superintendent for Bellingham Public Schools as he listens to students, staff, families and the greater Bellingham community to:

Build public trust and strengthen engagement in our schools;

Update the needs, objectives and work priorities of the school district as outlined in the strategic plan to prepare all students for successful futures; and

Identify strengths, improvement opportunities and challenges.

The transition activities outlined in this plan are designed to help Dr. Baker accelerate the changeover by gathering critical information quickly about the needs of the children, staff and the school system and community; establish a strong community presence early; assess the nt; identify critical issues; correct weaknesses while honoring the work of the past; and create a community network of contacts and resources that will help advance the school system.

Special consideration has been given to include a diversity of stakeholders in this plan and voices that may not be heard through traditional forms of communication.

The stakeholders mentioned in this plan are in no way a comprehensive list of all community organizations. If a district stakeholder group was inadvertently omitted, please contact the at 676-6501. We want to be inclusive.

It should be noted that the work of entry occurs simultaneously with the responsibility of leading and operating the district.

This entry plan has three distinct phases:

Phase I: Pre-Entry

- o Spring 2010

Phase II: Entry

- o July 1 December 31, 2010

Phase III: Development of Summary Report and Strategic Plan Updates

- o Fall 2010 Winter 2011

A. First Day of School Welcome Activities, School and Classroom Visits

On the first day of school, the superintendent will invite a diverse group of community leaders and elected officials to join in welcoming students at several schools.

Operating with the belief that spending time in schools and classrooms provides the foundation for learning about the district as well as relationship building, the superintendent will have visited every school by the end of September.

Dr. Baker will also set a goal to spend one half day or full day in each school prior to winter

allow Dr. Baker to experience their school as a learner and to provide the opportunity to visit every classroom to get to know staff and students. By December 17, 2010, the superintendent will have visited every classroom in the district.

B. Meetings and Interviews

The superintendent will conduct a series of meetings and key informational interviews to hear from members of the community, policymakers and other stakeholders. During these meetings or interviews, Dr. Baker will listen for information from stakeholders about:

What should he know about our Bellingham community?

What should he know about Bellingham schools?

What is working well and should be sustained?

What needs attention and could be improved?

Meetings or informational interviews will include, but are not limited to the following:

Educational Stakeholders

Students

Student Alto and MECha Latino Leaders

Student Leadership classes

Recent graduates

High school drop outs

Parents

Parent Advisory Council to the Superintendent, PTA leaders, Booster Club Leaders

GRADS program advisory group

Title I School Improvement Parent Advisory Group

English Language Learner (ELL) parent groups

Home visits, including Sterling Meadows community conference center

Private and home school connections

Staff

Conduct meetings/interviews with administrators and staff with additional questions for organizational analysis:

Science, Technology, Engineering and Math (STEM) leaders from Alcoa,
ConocoPhillips, BP Cherry Point, SPIE

PeaceHealth Hospital and local health/mental health professionals

Nonprofit and Local Partners

Bellingham Public School Foundation, Dollars for Scholars and Whatcom
Community Foundation

Whatcom Hispanic Organization, Whatcom County Human Rights Task Force,

D. Data Analysis and Document Review

The superintendent, working with the Central Administrative Team and Leadership Team, will conduct an analysis of performance indicators and examine a wide variety of data sources, particularly student achievement data, to discern trends, patterns, areas of accomplishment and opportunities for improvement. Student outcom

Many of the ideas from this plan came from others, in particular:

Leadership Position Successfully, by Barry Jentz and Joan Wofford; *he Hiring, Start*

Up and Supervision of Administrators by Barry Jentz, Dan Sheever, Jr., Stephen Fisher,

Meredith Howe Jones, Paul Kelleher, and Joan Wofford;

by John Eller and Howard Carlson;

Supere

Plan of Entry for

Springfield (Mass.) Public Schools.