



Bellingham
Public Schools

...where *every* student learns

Bellingham School District New Superintendent
Dr. Greg Baker's Plan of Entry:

"Listen

Plan of Entry

Introduction

The superintendent is responsible for fulfilling the mission of our district and schools – improving student learning. This role

Transition Goals

1. Foster a smooth and successful

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 break in December. The principal and staff will create the agenda for the superintendent's day to 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 3(f)-hater

Staff

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

What do we need to start, stop and continue doing?

What support is needed for success?

School classified and certificated staff, including start-of-school meetings with secretaries and departmental in-services with food services, maintenance and transportation, and during classified professional development on state waiver days

Collective bargaining/labor management groups: Bellingham Administrators' Organization (BAO), Bellingham Association of School Employees (BASE), Bellingham Education Association (BEA), Service Employees International Union Local 925 (SEIU) and Teamsters Local Union 231

Central office staff

Principals and Superintendent's Leadership Team

Educational Partners

Higher education officials from Western Washington University and Woodring College of Education, Northwest Indian College, Whatcom Community College and Bellingham Technical College

Whatcom County Superintendent's Group and local superintendents, including Northwest Educational Service District (ESD) 189

Lummi Nation K-12 schools director and tribal leaders

Career and Technical Education Advisory Group

Homeport and Discovery, alternative learning programs

Early childhood and Headstart

Whatcom County Retired Educators Association

Community Stakeholders

Local Government

Mayor, County Executive and other elected officials

Chiefs of public safety organizations and local emergency response leaders

Legislative contacts and League of Education Voters

Bellingham Public Library director

Business

Bellingham Chamber of Commerce

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 outcomes on standardized tests, value-added data, dropout and graduation rates, staff and student attendance rates, truancy and discipline data, Advanced Placement (AP) course enrollment and passing rates, SAT and ACT scores, college-bound rates, and other relevant indicators will be disaggregated by program, ethnicity and geography, and carefully studied.

Dr. Baker will review all critical documents, the district's organizational chart, employee handbooks, policy and procedure manuals, district and school strategic plans, and all commissioned studies by outside agencies.

Additionally, operating and capital improvement budgets will be closely assessed from the lens of effectiveness and efficiency, along with their alignment to the educational goals of the district and the needs of the children we serve. The current budget development process will be evaluated, as well as how the district is meeting its goals and the service expectations of our community.

Written reports and presentations about Bellingham's use of resources, personnel, organization, leadership and/or academic outcomes will be carefully studied.

E. Board Relations

Dr. Baker will meet individually with the School Board of Directors to develop a strong working relationship. He will also meet with the School Board in a retreat format in summer 2010 for the purposes of Board professional development, visioning and planning.

F. Media Relations: Communicating with and through the media to ensure public understanding of, and involvement in, the mission of the schools

The superintendent will engage local media to introduce himself and to deepen his understanding of issues important to the Bellingham community.

The superintendent will seek to better understand both the internal and external communications opportunities in Bellingham.

Conclusion

This Plan of Entry will afford the superintendent the opportunity to listen, observe and learn from a variety of community members while gaining an understanding of the local context of the city and the school system. The entry plan will serve to help the superintendent begin to formulate ideas and frame strategies to improve our school system so that we increase student achievement for all students while simultaneously closing the achievement gap and ensuring success for every child.

The entry plan culminates with the development and presentation of a Summary Report in 2011, outlining the superintendent's findings, observations and next steps.

Many of the ideas from this plan came from others, in particular: *“Entry: How to Begin a Leadership Position Successfully,”* by Barry Jentz and Joan Wofford; *“Entry: The Hiring, Start Up and Supervision of Administrators,”* by Barry Jentz, Dan Sheever, Jr., Stephen Fisher, Meredith Howe Jones, Paul Kelleher, and Joan Wofford; *“So Now You’re the Superintendent!”* by John Eller and Howard Carlson; and Dr. Alan Ingram’s *Superintendent’s Plan of Entry for Springfield (Mass.) Public Schools.*