

SUPERINTENDENT ENTRY PLAN - October 2016 Update

I. Introduction and Overall Goals of Entry Plan

II. Areas of Focus and Reflections to Date:

A. Vision/Mission/Strategic Planning

Strengths: Vision/Mission reflects commitment to whole child; annual school and BOE goals established

Supt. actions to date: Examined documents (BOE policies, goals, vision/mission); conversations with teams/individuals

Areas for consideration: Review/revise vision and mission; construct strategic plan with goals for school, district and BOE with periodic updates

B. Curriculum/Instruction

Strengths: High levels of student achievement; portions of high-quality curriculum completed; strong academics and unified arts; workshop model; opportunities for instructional freedom; choice within school (MAG); culture of professional learning; relationships with significant resource providers (Teacher's College, Tri-State)

Supt. actions to date: Examined data summaries and curriculum overviews; met with teams including leaders of literacy, math, and technology; start of classroom visits

Areas for consideration: Detailed curriculum revision plan with curricula that reflects a balanced program based on standards; full-time curriculum leadership; consistency of program implementation; expansion of project based learning/personalized learning; opportunities for innovation/creativity/capstone projects

C. Organization and Leadership

Strengths: Talented, experienced and dedicated faculty/staff/administration; strong collegial collaboration through PLC/Team model; collaborative relationships with union leadership and with sister districts (BOWA)

Supt. actions to date: Meetings with stakeholders (teams, school and town leaders, parents); meetings with cabinet; building relationships of trust and collaboration so staff will know me/my style

Areas for consideration: Full-time curriculum leadership; further defining roles/responsibilities within school and district; expand differentiated PD; PK-6 scheduling and structures; pre-school programming; training for future leaders; Grade 6/7 transition

D. Support Services for Students

Strengths: Children are known as individuals; strong concern for, and care of, students on the part of faculty/staff; many parents move to Woodbridge for the services provided; quality and depth of programs and services

Supt. actions to date: General review of programs and opportunities; conversations with stakeholders

Areas for consideration: Special needs/support staffing; TAG program/school-wide enrichment opportunities; opportunities for innovation/creativity; intervention model (SRBI); periodic review of services for quality, compliance and effectiveness

E. Community/Culture

Strengths: Strong sense of community within the school; school at the heart of the town as a shared facility; safety/security; communication with parents and town; highly educated, engaged and supportive parents; committed BOE and PTO; outreach to community

Supt. actions to date: Conversations with stakeholders; review of spring *Superintendent Leadership Profile* and parent survey responses

Areas for consideration: Enhanced unification of PK-6 learning community; town/community members as a resource to teachers/students; enhanced global citizenship, cultural connections, and social justice through curriculum and Open Choice programming; continue international school relationships (China, etc.); continued communication of instructional program/assessments; enhance efforts to 'welcome' in light of new security

F. Resources/Funding

Strengths: Strong fiscal and program support from town; experienced faculty/staff; completed facility upgrade (safety, energy efficiency, comfort); investment in current technology; budget in place

Supt. actions to date: Tour of facility; review of past budgets and projects; individual/team conversations

Areas for consideration: Staffing for special needs; facility and grounds enhancements (cosmetic); review instructional resources for alignment/efficiency; expanded service outreach to community (seniors, service groups, etc.); explore the impact of an Education Foundation

III. Concluding Remarks