Riverview School District
New Superintendent
Dr. Anthony L. Smith’s Plan of Entry

“Building Bridges to Elevate Student Readiness for College, Career, and Life”
The Superintendent is responsible for fulfilling the mission of the Riverview School District, “Educate Children,” as well as facilitating plans to support the vision, “To Become a National Model of Educational Excellence.” This role provides essential leadership to educate every child, obtain and develop high quality staff, secure and manage funds and facilities, and encourage and maintain communication between the schools and the public. The purpose of this plan is to provide a clear structure for the next steps needed to ensure consistent district improvement into the future.

Because of working as the Riverview School District Assistant Superintendent for the past 10 years with 19 years experience in the district overall, I will be able to immediately build upon the district’s considerable success through long-standing, established relationships. I have enjoyed interacting with our students, staff, and community members and consider them my second family. This plan serves as an opportunity to view all district efforts with a new lens and provide transparency around planned directions for the coming school years through the district’s successful strategic plan. The actions in this plan are designed to accelerate a smooth transition by using student, staff, parent, and community data to guide next steps. Priorities will include establishing a strong school and community presence early-on and implementing collaborative plans that build on the excellent work that has already occurred throughout the district.

One priority of the plan is to reach out to a diversity of stakeholders to gain input that may not have been previously heard through traditional forms of communication. A number of these interactive sessions have already occurred. The groups mentioned in this plan are in no way a comprehensive list of all school and community organizations. If a district stakeholder group was inadvertently omitted, please contact the Superintendent’s office at 425.844.4504. A civil, inclusive, collaborative culture will continue to be promoted in the Riverview School District.
The entry plan has three distinct phases that follow:

**Phase I: Pre-Entry**
Activities Designed to Prepare for Seamless Transition into Superintendent Role
2012-2013 School Year

**Phase II: Entry**
Priorities to Ensure Successful First Year of Superintendent
July, 2013 through March, 2014

**Phase III: Post Entry**
Development of Summary Report and Strategic Plan Updates
April through June, 2014

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**TRANSITION GOALS**

1. Participate in all relevant superintendent’s job responsibilities, meetings, and activities.
2. Consider student health, safety, engagement, academic improvement, and future success as the ultimate priority of every conversation and effort.
3. Engage in weekly two-hour mentoring sessions with the current superintendent with written agendas specific to current and emerging district issues and initiatives.
4. Ensure a wide-variety of perspectives and voices are heard and continue to promote strong relationships with all internal and external stakeholder groups.
5. Build on the already strong ties to schools, communities, state agencies and government.
6. Set clear expectations for the superintendent and others.
7. Use existing data and feedback reviewed to update the district’s strategic plan.

**OUTCOMES**

The expected results of implementing an entry plan will include:

- A seamless superintendent transition into the role based on Phase I Pre-Entry plan activities.
- Gaining information and understanding of work priorities from every segment of the district’s population possible.
- A summary report of observations, key findings, and recommendations based on results of Phase I and Phase II of the entry plan.
- Updates completed to the district’s strategic plan for implementation during the 2014-2015 school year.
The superintendent will engage in a focused effort to build upon existing relationships, experience, and knowledge, while advancing learning by involving a wider audience of stakeholders. The following actions will be primary components of the entry plan:

- Data analysis.
- School visits and meetings with staff.
- Meetings, interviews, and listening/dialogue sessions with stakeholders, including students.
- Building upon positive relationships with the four labor associations and their leaders.
- Building upon positive relationships with all other district work groups, including classified exempt and central office leadership.
- Cultivation of a positive and productive working relationship with the School Board of Directors.

The following data was analyzed to help determine next steps to ensure every Riverview student is successful:

- District, State, and National Test Scores.
- National, State, and Regional Test Score Comparisons.
- State, School, and District Surveys of Students, Staff, Parents, and Community.
- School and District Recognition and Awards Based on Data.
- Student Data: Attendance, Grades, Discipline, Diversity, Demographic, Dropout, Graduation Rates, and College Acceptance and Entry Rates.
- Student Enrollment Data and Trends.
- Audits and Program Reviews.
- Program Benchmarking Data.
- District World Café Feedback Events with Staff and Community.
- US Census Data.
- Anecdotal Data.
Phase I: Pre-Entry  
Activities Designed to Prepare for Seamless Transition into Superintendent Role

Activities Included:

1. All job duties inherent in current assistant superintendent position including administration, teaching, student learning, curriculum, assessment, professional development, communications, school and program support, community activities, PTSA and other local, regional, and state meetings.

2. Consistently attended academic, the arts, athletic, and activity events.

3. Shadowed the superintendent and participated in all job-related functions.

4. Individual meetings with superintendents from other districts.

5. Superintendent transition professional development through state association (WASA).

6. Engaged in weekly scheduled mentoring sessions with the superintendent.

7. Informally audited all aspects of the academic program while advancing efforts in identified areas.

8. Attended all key meetings, including School Board, Construction, Bond Sales, Superintendent Cabinet, District Ad-Team, District Ad-Council, School Meetings On-Site, Workgroup, District Committees (Adoption, Professional Development, Emergency Operations, Calendar, Literacy, Science, Social Studies, Teacher Evaluation, Technology), City Meetings, Emergency Operations Planning, Washington Network for Innovative Careers (WaNIC), Key Leaders Summit and Rise and Shine (Snoqualmie Valley Community Network), Riverview Education Association-Superintendent Meetings, Public School Employees Association Meetings, Riverview Principal Association Meetings, Riverview Education Foundation, United Snoqualmie Valley Scholar Ship Foundation, National Honor Society, Senior Awards Night, Puget Sound Educational Service District Meetings, State Auditor, Exit Interviews, Facility and Capital Projects.

9. Met with architects, attorneys, and other professionals representing the district.

10. Completed classroom walk-throughs at all schools and programs.

11. Continued to facilitate and manage the district’s highly accountable strategic plan.

12. Attended numerous community events, including Centennial Celebration events in Carnation (2012) and Duvall (2013) and volunteer activities such as Run Duvall.

13. Engaged in various meetings with community services, including law enforcement, fire department, Snoqualmie Valley Community Network, Friends of Youth, and other community organizations.

14. Attended Legislative Conference with School Board to provide input to legislators.

15. Participated in board work studies, executive sessions, and roundtable sessions including: Libraries, Riverview Education Foundation, Senior Projects, and Community Partnerships.

Phase II: Entry
Priorities to Ensure Successful First Year of Superintendent Role

Central Office Transformation/Restructuring:
We have an experienced and talented central office team of directors. Our work together will exist more with reviewing current student data and providing support at the “ground level,” in our schools where students reside. We will continue to provide historical support while adding scheduled weekly school visitations to increase personal relationships and support of staff and students. This work will be focused on assisting every principal with becoming a stronger instructional leader. To do so we need to have a “hands-on” approach in providing support for the complex role of school principal. The work will be anchored in The Five Dimensions of Central Office Transformation, based on research out of the University of Washington. We will have “Maintenance and Operations Mondays,” when our Director of Business and Operations will be providing on-site support for Food Services, Transportation, and Custodial/Maintenance; “Learning Walk Wednesdays,” when the rest of Central Office Administration, Director of Teaching and Learning, Director of Student Services, Director of Technology, Director of Human Resources, and the Superintendent will be visiting schools to support student success. The focus of this work will be directed by the principal of each site, based on student needs and staff-identified priorities. The Superintendent will be participating in “Health and Fitness Fridays” during Friday early-morning hours the first three months of the school year where outreach will occur at local schools, with health and mental health providers, and with fitness organizations. This outreach will be scheduled in advance.

Superintendent Focus Areas Based on Data Review

Based on a review of the data and feedback gathered thus far, the following areas emerged as priorities for the district as we move forward:

- **The Riverview Strategic Plan:** Our Nationally Recognized Strategic Plan has served as the guiding light for continuous improvement and will continue to do so. This highly accountable plan outlines district priorities and timelines to accomplish goals, all of which are aimed at providing a consistently improved learning experience for our students. Most of the priorities that follow are communicated with objectives and timelines in the Riverview Strategic Plan.

- **Technology and Maintenance and Operations Levies:** Informing staff and the community about the February, 2014 Levies will be critical to future district success.
Phase II: Entry
Priorities to Ensure Successful First Year of Superintendent Role

- **21st Century Skills/Common Core State Standards**: An inclusive committee reviewed for-profit, non-profit, higher education, and school district research on a national level and created the Riverview School District Outcomes and Indicators (see appendix). Indicators emanating from the Outcomes will become a focal point of evidence that we are successful as a system. The district is in the process of implementing the Common Core State Standards. This effort will be supported by the plan that the Common Core State Standards Committee published. (See appendix).

- **STEM**: Continued emphasis, integration and improvement of Science, Technology, Engineering and Mathematics, district-wide.

- **Decrease the Achievement Gap with**: (1) Students where English is the Secondary Language Spoken at Home and, (2) Special Needs Identified Students: A review of the data indicates the need for comprehensive improvement of these areas. This has already begun with earlier identification of struggling learners and intervention programs designed to help students entering school behind their peers to accelerate. Decreasing this gap will require increased skills and resources aimed at acting upon assessed needs, real-time. In addition, communication challenges will be addressed so families can stay involved to help their students stay on track.

- **Extended Learning**: American schools have less classroom contact time than any other industrialized nation. This gap can be minimized or eliminated by excellent teaching and teaching support; parent and community involvement; afterschool programs in academics, the arts, activities, and athletics; and summer remediation, enrichment, and acceleration programs/courses that are based on research, student interest, and post high school preparation.

- **Competent Implementation of New Evaluation Systems for Teachers, Principals, Central Office Administrators, and the Superintendent**: In Riverview and throughout the state, the new evaluation systems will be based on evidence of improvement of student learning. In Riverview, this initiative will be collaborative and focused on a professional growth model, where we will expect all employees to learn, grow, and adapt to meet current student needs.
Phase II: Entry
Priorities to Ensure Successful First Year of Superintendent Role

- Emergency Operations Plan and Field Guide: A work group made up of community members, parents, local emergency services, and district staff began work on implementing an Emergency Operations Plan that will increase safety for students, staff, and community if a critical event such as a serious threat or disaster occurs. Steps for this year include completing the plan, providing professional development and a structure for staff, students, parents, and community, and increasing partnerships with community entities and emergency services such as the police and fire departments.

- Business (Finance) and Operations: Our responsible and accountable fiscal program has led to increased community support, high bond ratings, and a yearly citizen’s report to maintain accountability to the community. The superintendent will be analyzing fiscal efficiencies and effectiveness on a weekly basis. Our facilities are among the best in the state; continued attention will be given to making sure our students, staff, and community have world-class facilities and grounds.

- Human Resources: The Human Resources Department received an A+ rating on its recent external audit/review. Our students learn to the highest levels when we hire, recruit, and retain the best employees available.

- Communication: A recent online communications survey completed separately with staff and parents indicated that 80% of parents and over 90% of staff felt they were “well-informed about what is going on in the district.” In addition to all ongoing communication efforts, the superintendent will be adding a quarterly e-newsletter to inform the public of Central Office progress in supporting students, staff, and the community. In addition, a monthly e-newsletter of student and staff highlights and accomplishments was recently added. We are very proud of all our student and staff successes.

- Continuation of Implementation Plan based on Honors/Academically Talented External Program Review: Riverview is getting national attention and recognition for excellence in honors/academically talented programming. This has occurred, in part, through following recommendations set forth through an external review of all programs. We are in year two of a five-year implementation plan for improvement. This enhancement plan will continue to be prioritized.
Phase II: Entry
Priorities to Ensure Successful First Year of Superintendent Role

Meetings and Interviews
The Superintendent will continue to conduct a series of meetings and key informational interviews to hear from students, staff, parents, and members of the community, policymakers, and other stakeholders.

During these meetings and interviews, the Superintendent will listen for information from stakeholders about:

- What should he know about you and/or the group you belong to?
- What is working well and should be sustained?
- What needs attention and improvement?
- How can the district best serve you or your group’s educational interests?
- What can you or your group do to help advance the district?

Media Relations
The Superintendent will contact local media to set up dialogue sessions to strengthen relationships between the district and media. Additional opportunities to strengthen internal and external communication will be discussed with stakeholders for implementation through strategic plan objectives.

School Board Relations
The Superintendent will meet individually with each School Board Director to develop a strong working relationship. He will also meet with the School Board in a retreat format on July 26, 2013, for the purposes of School Board professional development, Superintendent goal setting, Superintendent evaluation, and process/communication protocols.
Meetings and informational interviews will include, but are not limited to the following:

Community Stakeholders

Local Government
- The Riverview School Board.
- City and County Elected Officials.
- Legislators.
- Chiefs of Public Safety Organizations and Local Emergency Response Leaders.

Business
- Rotary.
- Local Chambers of Commerce.
- Local and Regional Businesses, including Farming and Agriculture.
- Realtors.
- Evergreen Hospital.
- Local Health Professionals.

Nonprofit and Local Partners
- Riverview Education Foundation.
- Local Senior Center.
- Snoqualmie Valley Community Network.
- Religious Leaders.
- Community Arts Foundations.
- Bridge of Promise.
- Encompass.
- United Way.
- Hopelink.
- Friends of Youth.
- Local Diversity Organizations.
- Family and Youth Organizations.

Educational Stakeholders

Students
- Student Representatives to the School Board.
- Informal Interviews On-site at Schools.
- Student Clubs and Organizations as Identified.

Parents
- PTSA leaders.
- Booster Club leaders.
- Parent Advisory groups.
- Informal interviews at school functions such as Curriculum Night.
- Hmong, Hispanic, and Native American leaders in the community.

Staff
- Local Bargaining Associations (REA, PSE, RPA, REACA).
- Central Office Staff.
- Superintendent’s Cabinet.
- Principals and Leadership Team.
- School Classified and Certificated Staff.
- Professional Development Committees/Trainings.
- New Teacher Orientation.
- Staff Meetings and Other On-site Functions.

Educational Partners
- Washington Network for Innovative Careers.
- Puget Sound Educational Service District.
- The Center for Collaborative Support.
- Local Community Colleges.
- Local Youth Camps.
Phase III: Post Entry

Development of Summary Report and Strategic Plan

Summary Report: The entry plan culminates with the development and presentation of a summary report in May 2014, outlining the superintendent’s findings, observations, and next steps. The summary report will be published online for all stakeholders to view.

Strategic Plan Updates: The summary report and findings will serve as another resource to help inform the school board as strategic plan objectives and tasks are updated for the 2014-2015 school year.

Conclusion

This Plan of Entry will afford the superintendent the opportunity to listen, observe, and learn from a variety of community members while furthering substantial understanding of the school system and community. The entry plan will serve as a communication vehicle and catalyst to formulate ideas and strategies to advance our school system so we can improve each student’s learning while simultaneously closing identified achievement gaps.
Appendix

1. RSD Outcomes and Indicators

2. RSD Common Core State Standards Implementation Plan
RIVERVIEW SCHOOL DISTRICT
OUTCOMES & INDICATORS

SELF-DIRECTED LEARNERS WHO:
- Problem-solve as reflective learners
- Set goals and use time effectively
- Take initiative for learning
- Practice resilience
- Gather knowledge

COLLABORATIVE WORKERS WHO:
- Value respect, ethics, and personal wellness
- Understand classroom expectations
- Contribute to a school community
- Bring vitality to the school

QUALITY PRODUCERS WHO:
- Efficiently and effectively create, design, and produce
- Apply their knowledge and skills to find and solve problems
- Display a high level of accuracy and precision
- Assess their own work

COMMUNITY CONTRIBUTORS WHO:
- Understand and be a vital member of the community
- Engage in community initiatives
- Contribute to the community and society
- Live a healthy and active lifestyle

EFFECTIVE COMMUNICATORS WHO:
- Analyze ideas
- Evaluate context
- Understand concepts
- Process a combination of critical and creative thinking skills
- Access multiple problem-solving strategies

RIVERVIEW STUDENTS ARE

COMPLEX THINKERS WHO:
- Understanding and interpretation
- Evaluate ideas and concepts
- Process information and problem-solving
- Access multiple problem-solving strategies

Riverview School District
Serving Communities, Families and Surrounding Communities
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OVERVIEW

As a part of the Riverview School District strategic plan, we are aligning our current curriculum with the Washington State Common Core State Standards (CCSS). This initiative is taking place alongside the national and state initiatives which are expected to come to fruition with statewide testing which we anticipate to begin during the 2014-15 school year. Currently, 45 states have adopted the Common Core State Standards. Along with the adoption of the standards, Washington State has joined a consortium of 25 states that are working collaboratively as the “Smarter Balanced Assessment Consortium” to develop a next generation assessment which will align with the Common Core State Standards.

During the 2011-12 school year, RSD began forming a committee of teachers to review the CCSS and Smarter Balanced system to determine what the next steps for our district would be in order to meet timelines set by the state of Washington. This committee was comprised of 17 members including teachers, specialists, school administrators and district administrators.

Professional Development

Work during the 2011-12 school year initially consisted of establishing a committee of educators to lead efforts at each school. The first step was for the committee to get up-to-date on the progress of CCSS and then begin the process of familiarizing all of the RSD teaching staff with the CCSS initiative at the national and state levels.

Professional development for the committee consisted of sending elementary and secondary members to conferences hosted by the Puget Sound Educational Service District. The initial professional development was an overview of the initiative and ways to access information and ideas on how to bring staff on board with the CCSS.

At the district level professional development was provided during the first year by committee members who were tasked with facilitating their peers during staff meetings and Collaborative Planning Time (CPT) days. This started as an opportunity to introduce the CCSS to staff members and describe and discuss timelines and expectations in order to complete the initiative with fidelity.

Implementation Plan and Progress

Elementary (K-5)

The committee was originated at the elementary level early in the 2011-2012 school year, and a small team of elementary teachers, led by Wendy Ward (English Language Arts) and Lisa Taylor (Math), organized teams of teachers to begin with a review of the CCSS at each grade levels. At the elementary level, the CCSS Committee was represented by teachers from three of the elementary schools as well as a specialist.

The plan for alignment consisted of initially familiarizing teachers with the CCSS. This was followed by curriculum alignment work during which teachers at the elementary level reviewed current RSD curriculum to determine how well the current curriculum aligned with the CCSS. The review included a gap analysis to discover any obvious gaps between the two systems and suggestions for realigning or augmenting curriculum to fill the gaps. Once the curriculum and gap analysis was completed, an adopted curriculum which included CCSS aligned by grade level was implemented. The implementation plan also included providing best practice ideas to teachers.
Further, a team of elementary teachers met regularly during the summer of 2012 to align the existing standards-based report card with the CCSS. The report card was evaluated by a team of 17 elementary teachers spanning all grade levels in August (2012-13) and recommendations were made for improvements. The report card was revised based on the recommendations and all teachers received an overview of the report card early in September, 2012, for full implementation during the 2012-13 school year.

Nearing the midpoint of the 2012-13 school year, meetings at the K-5 level consisted of teachers working in grade level groups to make the necessary changes to the curriculum based on the weaknesses discovered by the gap analysis. Into the 2013-14 school year, we can expect teachers’ needs to include more time to work as grade level teams to augment and realign the RSD curriculum at each grade level. They will also continue to make adjustments in the report card to further align with CCSS, as needed.

Secondary (6-12)

At the secondary level, committee work began in earnest during the second half of the 2011-12 school year with the committee forming over time. It consisted of representatives from Tolt Middle School, Cedarcrest High School, and the Riverview Learning Center, with teacher representation from Language Arts, Math, Social Studies, and Science departments. Specialists and Career and Technical Education were also represented on the committee.

The initial meetings between the committee members and their respective schools were informational in nature with the committee providing staff with tools they would need to begin to do their own research on the Common Core State Standards. Information provided included websites which offered information on the CCSS initiative and how to access the current curriculum. The committee also shared all available information with staff regarding the Smarter Balanced Assessment and how and when that system is expected to be initiated. Professional development was provided for staff at each building by committee members.

Nearing the midpoint of the 2012-13 school year, the middle school was in the initial stages of analyzing their curriculum for alignment with the CCSS. This was also true at the high school level. The remainder of 2012-13 was focused on a gap analysis of the 6-12 curricula, and how our scope and sequence will need to be adjusted to accommodate the CCSS. We expect this work to continue into 2013-14 with teachers needing additional time during professional development days to work in departmental teams. During the early part of the 2013-14 school year, we will begin vertical team meetings by department, grades 6-12, to investigate the vertical alignment of the curriculum.

District (K-12) Goals as of January 2013 (anticipated completion date in parenthesis)

- All certificated staff members will be familiar with and understand the CCSS at their grade level or area of concentration. (complete by end of 2012-13)
- All certificated staff members will be familiar with the Smarter Balanced Assessments as they pertain to the CCSS, and the timeline for initiation of the testing process. (complete by end of 2012-13)
- Certificated staff will analyze the current scope and sequence of our curriculum (K-12), with the intent to determine how the current curriculum aligns with the CCSS. (complete by end of 2012-13)
- Certificated staff will determine where gaps in our curriculum exist and the best way to realign and augment curriculum. (complete by end of 2013-14)
- Assist all staff with ways to navigate the adjusted curriculum and use best practices to deliver instruction. This goal will utilize sample questions from the Smarter Balanced Assessment to make sure we are familiarizing students with the testing methodology. (complete by 2014-15)
• Full implementation of CCSS into the RSD curriculum. (2014-15)
• Include all content areas in the process. (2013-14)
• Initiate CCSS testing using Computer Adaptive Testing (CAT) system. (2014-15)

District (K-12) Timeline (anticipated)

• 2011-12: Familiarize Staff with CCSS and Smarter Balanced Consortium.
• 2012-13: Begin work with staff in grade bands and/or by department to complete analysis of current curriculum and gap analysis.
• 2012-13: District technology assessment to determine future needs to implement CAT in 2015.
• 2013-14: Continue work in grade bands and departments to finalize curriculum alignment with the CCSS.
• 2013-14: Begin introducing adjusted curriculum which includes the CCSS imbedded into the RSD scope and sequence. CCSS implementation will be initiated at the elementary levels first (K-5), followed by secondary levels by the second semester of 2013-14.
• 2013-15: District technology focus on providing technology to allow full testing by spring of 2015.
• Spring 2014-15: Initiate CCSS testing using computer-assisted technology.

Future Needs

During a CPT meeting in December 2012, the district direction was for teachers to spend time working with the CCSS; staff were asked what their anticipated needs were in regard to implementation of the CCSS. Unanimously, the response from all departments/grade levels, K-12, was that the primary need was “time.” Time was needed for teachers to continue to work on analysis of the current curriculum, alignment with the CCSS, alignment with report cards, classroom assessments which are aligned with the adjusted CCSS curriculum, etc. This goal was accomplished by focusing CPT and District-Directed professional development days primarily on CCSS implementation.

We believe it will also be necessary for committee members to continue to attend conferences, view webinars, and investigate print updates to remain current with changes and progress toward the initiation of CCSS testing in 2015. It is expected that committee members will bring the updates and new information back to the building level to share with RSD teaching staff. As previously mentioned, a goal of the committee was to also focus professional development on “best practices” which link to new or additional focuses that the CCSS curriculum requires and which may be different than what has been traditionally taught in our schools. Although we believe that RSD has been on the forefront of curriculum development, we know that there will be significant adjustments needed. As this work is accomplished, it will be critical to plan for job-embedded professional development which should include support for redesigning curricular units and district and classroom-based assessments.

Revised: July 1, 2013
References


