



Ninety-Day Plan

Presented to the Highline Public Schools Board of Directors by
Superintendent (Elect) John P. Welch

GOAL 1: LEARNING ENVIRONMENTS

Develop schools which are safe and conducive to learning, inspire community pride and use resources cost-effectively.

- Monitor progress of capital facilities plan to ensure current construction projects are on time and on budget
 - Complete a thorough financial review – identify funds available for future projects
- Guide Phase II (next bond) Capital Facilities Plan Projects and Schedule
 - Determine project priorities (include district-wide technology infrastructure and systems) and estimated cost
 - Conduct tax rate analysis and assessment of taxpayer capacity
 - Present analysis, options and recommendation to board for a 2006 bond decision
- Monitor *Safe and Civil Schools* implementation and training plan for 05-06.

GOAL 2: EXCELLENT STAFF

Attract and retain a high quality staff by offering competitive compensation, good working conditions and recognizing excellence in performance.

- Decide organizational changes and assignments for 05-06
 - Complete hiring for open administrator positions
 - Complete Principal Assignments
- Monitor and complete negotiations with HEA and Teamsters
- Guide the development of new performance evaluation tools for Assistant Principals and Central Office Administrators
- Guide the development of a staff recruitment plan. Include -
 - Hiring strategies
 - Diversity of candidates
 - Schedule and resources

GOAL 3: ACHIEVEMENT FOR EVERY STUDENT

Ensure all students have high levels of academic achievement with a focus on literacy and mathematics. Increase student learning through improved leadership, instruction, supports and a culture of continuous improvement.

- Create a district-wide accountability framework (for further system development) to include:

Superintendent's Ninety-Day Plan

- Levels of accountability (student, teacher, administrator, school)
 - Measures and performance targets for elementary, middle and high schools
 - Differentiated levels of support, assistance and flexibility based on need
 - Identify Superintendent's Focus Schools
 - Appropriate recognition
 - Alignment with state and federal accountability systems
 - Minimizing schools not making AYP
- Guide High School transformation work to include: structural and instructional improvements, a review of graduation requirements and course taking patterns and offerings that support and align with goal of 9 out of 10 ready for college, career and citizenship
 - Identify organizational structure of "Office of Secondary"
 - Align internal and external support
 - Guide development of a curriculum review plan for evidence of effectiveness in improving student achievement, closing the gap between all student populations, and alignment with state standards; Plan will address:
 - Curriculum / textbook needs & adoption model
 - Key areas of alignment work
 - Identify priority programs for evaluation
 - Monitor next steps around system-wide literacy and math work

including professional development for teachers and acceleration and intervention opportunities for students

- Begin conversations and research to create a framework for middle school study including best practices around instruction and structure

GOAL 4: RESOURCE STEWARDSHIP
Maximize the percentage of resources allocated for student achievement while maintaining the financial stability of the district.

- Guide Public Hearing on 05-06 budgets in July and prepare for adoption in August with narrative budget to follow
- Create a project outline for a new student needs-based resource allocation model that aligns with accountability system. Begin conversations with board and solicit input (part of strategic plan)
- Guide development of a plan to acquire additional resources (philanthropic / grants) to support strategic work
- Guide development a financing plan that supports the Phase II capital projects.

GOAL 5: NEIGHBORHOOD AND COMMUNITY ENGAGEMENT
Improve academic achievement of all students through communication, access to information, and a network of community partnerships.

Superintendent's Ninety-Day Plan

- Conduct a listening, relationship building and sharing the vision campaign with the following:
 - Political Leadership
 - Local officials (mayors, council members, city managers)
 - State legislators
 - Terry Bergeson and key OSPI staff
 - Parents & Community Leadership
 - Highline Foundation for Excellence
 - Highline Council PTSA
 - SW King County Chamber of
 - Rotary and other business and civic groups
 - Cultural and faith-based organizations
 - Higher Education Leadership
 - Union Leadership & Employee Groups
- Begin creating the 5 year Strategic Planning Process
 - 2005-06 Planning Year / New Plan is (2007-2011)
 - Partner with the Highline Foundation to host community forums and Spring 2006 Community Event
 - Plan for October 7, 8 Retreat
 - Create Steering Committee
- Media Relations – Continue positive relationship with media – articulate vision of district:
 - Work with new Communications Director on media relations and communications plan
 - Meet with local newspapers editorial boards, including ethnic and business press
- Begin the plan to create 2 Advisory Groups to offer “best thinking” around strategies and initiatives and to build support for decisions and direction
 - Create Student Advisory Group
 - Listen to Students issues and concerns
 - Meet 3 times (fall, winter and spring)
 - Create Superintendent’s Advisory Group to assist in “best thinking” about major issues, direction and initiative
 - Meet monthly, informal setting
 - Ask Board members to suggest 3 names of people to consider
 - Look to Superintendent’s Interview Responder Panel for possible candidates
- Monitor district-wide communication tools and protocols for effectiveness
 - Launch Principal Packet, and Operations Manual for fall 2005
 - Conduct web-site review for effectiveness

**John's Personal Learning Plan
(Additional activities to support my learning)**

- Board of Education – Establish working relationships with individual board members and the board as a whole
 - Conduct Board / Superintendent Retreat (scheduled for July 14) with John, the Board and facilitator): Discuss
 - Communication and meeting protocols & schedule
 - Expectations and roles
 - A strategic agenda / work plan for the year
 - Superintendent's evaluation process
 - Schedule off-site conversations with individual board members build relationship and discuss concerns, issues, hopes and dreams
- Meet with Direct Reports
 - Ask for a briefing paper from Cabinet Members on major goals/projects/challenges for their respective areas
 - Ask the following questions at first meeting:
 1. What are the biggest challenges and opportunities facing us in the short-term? Long-term?
 2. What do you think of our existing strategies?
 3. How could we improve the way we work together?
 4. If you were me, what would you focus attention on?

5. What resources could we leverage more effectively?
6. What are the strengths of our culture?
7. What do you believe you need to learn to be at the top of your game?

- Meet with Principals Association
 - Listen to concerns, issues, hopes and dreams
 - Discuss vision, direction and expectations
 - Review communication tools / protocols for sharing information
 - Create new means for having conversations regarding system-wide improvement
- Establish 2005-06 schedule to hold conversations with key employee groups and to visit schools
 - Quarterly conversations with various employee groups
 - Purpose - begin process of getting to know me, and listening to their issues & concerns about where we are headed (9 out of 10)
 - Plan for Friday (mornings) to be out at schools
- Conduct "Theory of Action" retreat (early July with a few system thinkers)
 - Develop Highline Theory of Action (combine the following)
 - Theory of Education (Teaching and Learning)
 - Theory of Organization
 - Theory of Change
 - Design of Accountability Framework

Superintendent's Ninety-Day Plan

- Conduct "Cabinet" retreat (scheduled for August 8th and 9th)
 - Who we are as leaders, individually and as a team
 - How we operate and lead
 - What does the work for 05-06 look like.

- Conduct "Administrative Team" retreat (scheduled for August 17 & 18th)
 - Focus is on Leadership development for all administrators

- Establish the Partnership for System Excellence (Panasonic) team for 05-06
 - Away Team
 - Home Team

What you can expect from me, and what I ask of you:

John	
<p>Trust – You can count on me to not hide anything from you, to always tell you what I am thinking, to honor each of our roles. You provide direction through policy. I lead and ensure implementation of your policies within the parameters of the budget, mission, and vision.</p>	<p>Trust – I ask that you trust my intentions and integrity. I expect that we will have disagreements, and actually look forward to them, as understanding differing opinions contribute to making the best decisions. I want to know if at any time you lose trust in my ability to carry out your policies.</p>
<p>Honesty - You can count on my honest reaction and response to questions, concerns, and issues. I will be honest in my working relationships with district staff, the community and you. When appropriate, I will tell you what I think.</p>	<p>Honesty – I ask that you speak frankly with me, knowing that any conversation you have with me will remain with me. I want your candid appraisal of my work, both short-term and long-term. I want to know if you sense a problem developing between you and me, individually or collectively.</p>
<p>Respect – You can count on my public and private deference for you individually and collectively. I work for you and take direction from you. I will not embarrass you in public meetings or in private conversations.</p>	<p>Respect – I ask that you give me the same commitment for public and private respect and esteem.</p>
<p>Support – You can count on my support of Board decisions. I will not speak ill, either publically or privately, of any Board decision. You can count on my support for you individually, as people and elected officials, and collectively as a policy making body.</p>	<p>Support – I ask that you support, both publicly and privately, decisions that I make while enacting your policies and/or within the realm of my authority.</p>
<p>Modeling – You can count on me to model behavior I would expect from any of the staff of our district. I will not insult or argue with members of the community. However, I will, when appropriate, provide my perspective if I believe they are mistaken. I also will defend our staff, and you, if personally attacked in a public or private forum.</p>	<p>Modeling – I ask that your actions at Board meetings provide positive models for staff, students and community.</p>
<p>Communication – You can count on me to not surprise you with anything. I intend to have personal conversations with each of you regarding major issues prior to presenting the issues at a Board meeting. I will make every attempt to be clear and concise in my communications.</p>	<p>Communication – I ask that you not surprise me either. To that end, I ask that you have a conversation with me regarding major issues prior to the Board meeting, especially if you think you may be unable to support my recommendations on agenda items.</p>
<p>Leadership – You can count on me to provide positive, overt leadership for staff. I will actively support Board decisions, both publicly and privately, and will make your policy work in the best interests of all children.</p>	<p>Leadership – I ask that you also provide positive, overt leadership for Board decisions and their implementation. I ask that you express support for staff charged with carrying out your policies. I ask that you also actively support the district’s vision and strategic plan.</p>
<p>Gratitude – You can count on me to remain positive and upbeat about my job and our relationship. I look forward to our interactions, individually and collectively. I am grateful for the opportunity to serve in this capacity.</p>	<p>Gratitude – I ask that you be supportive of the direction the district is headed and the leadership role that I will have in the community.</p>