



ENGAGING MINDS. INSPIRING DREAMS. EMPOWERING LIVES.

**July 1, 2021**

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Superintendent Entry Plan**

Shoreline Public Schools' mission is to "provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens". With this as the key purpose for my work as Superintendent, it is with great honor, joy, and passion that I begin my work with Shoreline Public Schools. This entry plan will guide my first 100 days of this journey alongside the Board of Directors, the district and school administrative teams, school staff, students, parents, and community.

One of my core values is my deep belief that when we do our work together with openness and with a spirit of kindness, collaboration, empathy, compassion, and mutual respect, we can achieve the outcomes we desire for every one of our children and youth. Guiding this work will be our shared belief *that all students can achieve*. Additionally, through our belief in *fostering an environment of dignity and respect, where all individuals, opinions, and contributions are valued*, (SPS Instructional Strategic Plan) we will build upon our strengths and successes to enhance students' experiences in the classroom and community. We will do this by creating conditions for a learning environment that is student-centered, equitable, inclusive, and grounded in a culture that nurtures a love of learning and a love and respect for each other. Thank you for the opportunity to serve in this capacity. I look forward to our journey together.

## **Entry Plan Goals:**

1. Listen thoughtfully, listen to understand, reflect, and engage in deep learning
2. Develop meaningful and authentic relationships with members of the school district community and the communities of Shoreline and Lake Forest Park
3. Engage actively with the community and become an integral member of the district and communities of Shoreline and Lake Forest Park
4. Utilize what I learn to inform my work in support of
  - a. Board/Superintendent/District Priorities for 2021-22 identified as draft goals during the May 21 and 22 Board retreat
    - i. Fall 2021 School Re-Opening
    - ii. Resolution 2020-12: Support for the Development, Addition and Integration of Ethnic Studies for Shoreline Students
    - iii. Resolution 2021-7: Support for Implementation of Anti-Racism for Shoreline Staff and Students
    - iv. Review and explore a process for expanding student voice across the system
    - v. Planning for replacement levies in 2022: Program Enhancement Levy and Capital Levy for Technology Improvement and Support
  - b. Additional district priorities
    - i. Review and provide progress report on the 2020-21 Board/Superintendent/District Priorities; collaborate with the School Board on next steps as needed
    - ii. Gain a deep understanding of the District Instructional Strategic Plan
    - iii. Utilize learnings to inform a district strategic planning process
    - iv. Review of the School Resource Officer program
    - v. Others as identified by the Board

## **Timeline of Activities:**

### **May – June 2021**

- Completed initial transition work in the District including
  - Meetings with Superintendent Miner
  - Meetings with Superintendent Staff (individual)
  - Meetings with individual directors from every department
  - Meetings with SEA leadership, PTA Council and PTA Leadership, Shoreline Public Schools Foundation, City of Shoreline Council of Neighborhoods, and Shoreline City Manager

- Participated and engaged with the Board during our first Board Retreat
- Visited Shorewood High School, Edwin Pratt Early Learning Center, Ridgecrest Elementary, Home Education Exchange, Transition Programs on-site at the Shoreline Center, and the Central Kitchen
- Attended Ridgecrest's K-1 Student of the Week via Zoom
- Met with Shorewood Latinx Student Club via Zoom on May 19<sup>th</sup> and in-person on June 16<sup>th</sup>
- Viewed the Shorecrest "More Than a Feeling" comedy series
- Viewed the Shorewood and Shorecrest graduation ceremonies

### **July – November 2021**

I will schedule opportunities to meet with a number of different stakeholders. The following questions will guide the conversations with individuals or groups. In addition, an electronic survey will be developed for students, staff, families and community members.

1. Introduction: Please feel free to share about yourself. What would you like most for me to know about you?
2. What are you most proud of when you think about your work and/or Shoreline Public Schools?
3. What are some opportunities for continued improvement and/or for sustaining excellence that you feel would be important for me to know as I begin my work with Shoreline?
4. As the incoming Superintendent, how can I best serve you?
5. What questions do you have for me?

### **Meetings and activities with individuals or groups include the following:**

- Meet with Board of Directors, individually and in pairs with the goal of developing positive, collaborative, and trusting relationships
  - a. Establish regular meeting schedule
  - b. Review and practice communication protocols discussed during May retreat
- Meet with district leadership and principals
- Meet with and visit every district department
- Visit schools and classrooms

- Meet with students PreK-5, 6-8, and 9-12
- Meet with student groups/clubs across the system
- Meet with affinity groups
- Ride school bus routes (all levels and needs, morning, afternoon, etc.)
- Attend staff meetings at each school and seek input and feedback from staff
- Meet with leadership from every employee association
- Meet with certificated staff
- Meet with classified staff
- Attend school events PreK-12
- Become acquainted with the community through meetings with
  - a. Individual parents
  - b. Groups of parents (community forums)
  - c. Shoreline Public Schools Foundation
  - d. High school booster groups
  - e. Community members
  - f. Community partners
  - g. Community leaders
  - h. City officials (Shoreline and Lake Forest Park)
  - i. Neighborhood associations
  - j. Higher education leaders
  - k. Business organizations
  - l. Service clubs (e.g. Rotary, Chamber of Commerce, ShoreLake Arts, etc.)
  - m. State elected officials
  - n. Faith-based associations
  - o. Other individuals or groups identified by Board and stakeholders
- Participate in community activities and events
- Attend city council meetings in Shoreline and Lake Forest Park
- Meet with PSESD Superintendent John Welch to learn about the ESD's services and the district's engagement and collaborative work with the ESD
- Offer drop-in office/Zoom hours
- Provide additional "listen and learn" sessions as needed or requested
- Review key district policies, achievement data, documents, protocols including but not limited to
  - a. Achievement data as reported by OSPI
  - b. Student data collected by the district and schools not displayed by OSPI
  - c. Center for Educational Effectiveness survey data
  - d. District-adopted curriculum
  - e. Staffing data (recruitment, hiring, and retention)
  - f. Collective bargaining agreements

- g. Student and employee handbooks
- h. Safety plans and emergency/crisis response plan(s)
- i. Policies and procedures
- j. Board resolutions
- k. School improvement plans
- l. Budgets
- m. Pending legal matters
- n. Long-range planning documents/data/reports (e.g. enrollment, building condition scores and history, construction developments including the Light Rail Extension, etc.)

### **December 2021 - February 2022**

During this time, I will compile information gathered from meetings with stakeholders and review other pertinent documents, data, and district information. I will work through a systematic analysis of the information with the goal of identifying themes and key points of interest, areas needing attention, and celebrations. The feedback and contribution to this process by the administrative team is a critical component of this work. To this end, I will engage the district administrative team (district leadership and principals) in a collaborative process to review initial findings and observations to further inform the analysis.

### **March - April 2022**

The analysis will result in a preliminary report with findings to be shared with the Board during a regularly scheduled study session in March. The work, dialogue, discussion, and collaborative review during the study session(s) will inform new or revised recommendations by the Superintendent and the Board for ongoing work related to the key goals and priorities identified in May 2021. Ultimately, this first year of listening, learning, building relationships and developing trust with stakeholders and the community will help propel the current work and vision of the district forward.

### **May 2022**

A final summary report that includes a plan and recommendations and/or revised goals, objectives, and timelines will be presented to the Board at the first meeting or study session in May. This report will have been developed utilizing input and feedback from the Board during the March-April study sessions. The report will provide direction and guidance for the Superintendent and district leadership team in preparation for the 2022-23 school year.