



Monroe School District
Superintendent Entry Plan

Engage. Listen. Learn.

Shawn Woodward

Dear Monroe School District Community,



It is a tremendous honor and responsibility to assume the role of Superintendent in the Monroe School District. I could not be more excited to be part of this team. In just a short period of time, I am finding there is a lot to be proud of and celebrate!

This plan outlines my objectives for the first 100 days of my tenure as Superintendent, aimed at gaining insight into pressing matters requiring immediate attention and identifying key factors that will shape our long-term endeavors to enhance educational achievements for our students.

I look forward to engaging with students, staff, families, and community members, fostering open communication and active listening. By doing so, we can gain valuable insights, understand the obstacles we face, and identify the potential for growth as we unite our efforts to ensure high levels of learning for every student.

I am eager to collaborate with you, roll up my sleeves, and build upon existing accomplishments. Together, we can strive to develop a world class educational system for our students, staff, families, and community.

If you are interested in setting up a time to meet with me, please reach out to Executive Assistant to the Superintendent, Holly Kahler, at kahlerh@monroe.wednet.edu.

I invite you to follow along as I progress through the stages outlined in this plan on our website <https://www.monroe.wednet.edu/about/superintendent/entry-plan> or by scanning this QR code with your mobile device:



Sincerely,

Shawn Woodward
Superintendent
Monroe School District

First 100 Days

July 1, 2023 - October 8, 2023

Monroe School District's Commitment to every student: Powerful Instruction, Equitable Access, and High Expectations.

Engage/Listen/Learn

These activities will allow for the building of relationships, while at the same time developing a deeper understanding of areas needing improvement as well as understanding and honoring areas of strength. By listening, learning, and applying what we learn, we will be in a great position to define common goals, align resources, take strategic action, and develop a shared vision for the future.

- Visit every school and as many classrooms as possible in the district.
- Schedule a "Meet and Greet" at every district site to gather input from staff members.
- Interview critical stakeholders in civic clubs, city government, and other vital positions in the community asking the following: What are the strengths? What are the weaknesses? What are the opportunities? What are the challenges facing the Monroe School District?
- Schedule one-on-one and small group meetings to engage with parents, teachers, all administrators, parent-teacher organizations, booster organizations, and teacher and support unions.
- Visit with students and student groups.
- Actively participate in as many community and school based activities as my schedule will permit.
- Ride an elementary and secondary bus route.
- Spend a couple of hours in one of our school kitchens during the school day.

Data and Document Review

These activities will serve as a natural springboard into the development of a strategic plan for the district. The qualitative and quantitative data studied will illuminate those areas in need of attention, as well as those areas for celebration.

- Conduct an analysis of performance indicators and examine a wide variety of data sources. Particular attention will be paid to student achievement data to discern trends, patterns, areas of accomplishment, and opportunities for improvement. Student outcomes on Smarter Balanced Assessment Consortium (SBAC), all district-required assessments, dropout and graduation rates, staff and student attendance rates, truancy and discipline data, English Language Proficiency assessments, Advanced Placement (AP) course enrollment and passing rates, SAT and ACT scores, college and/or career bound rates, and other relevant indicators will be disaggregated by program, ethnicity, and geography, and carefully analyzed.
- Review all critical district documents, including, but not limited to the district organizational chart, board policies, collective bargaining agreements, employee handbooks, school improvement plans, and any studies done by outside agencies.
- Review operating and capital budgets through the lens of effectiveness, efficiency, and equity, along with the alignment to stated commitments, goals, and objectives.
- Review all survey data from the superintendent search process.
- Review all pending legal matters involving the school district.
- Request and review job briefs from department heads (major responsibilities, projects, upcoming and long-term work).

Continue to Develop and Strengthen the School Board/Superintendent Relationship

There is a strong correlation between district leadership and student achievement. The school board/superintendent relationship sets the tone for all other relationships in the district and positive modeling is critical to improving student outcomes.

- Engage in one-on-one meetings with board members to deepen relationships, understand their aspirations for the school district, strengthen dialogue, and shared vision for the school district.
- Establish a regular meeting time with the Board President and Vice President.
- Partner with the Board President and Vice President to plan the first Board Retreat to gain clarity on communication protocols, roles and responsibilities, expectations for the first year, agenda setting, future retreat dates, and calendar professional learning opportunities for the school board/superintendent team.
- Establish a structure and/or expectations for responding to stakeholder concerns, comments, and feedback.
- Outline plan and resources for creating a district strategic plan. Share draft process with the school board for discussion, adjustments, and approval.

Last update: 7/19/23