



Evergreen
School District

2022-2023 Superintendent's Year 1 Priorities

Message from the Superintendent

Dear Evergreen Community:

Throughout my tenure as an educator, I have been driven by my belief that all children deserve a quality education. Children of our district are no different. As the new Superintendent, my focus is to ensure academic excellence for all current and new incoming students. During my brief tenure, I have found our educational community members passionate about student achievement, excited about quality educational programming, and committed to equity for all students.

This is our time to learn, grow, and develop together. I am honored by the Board's belief in my ability to lead our District to the next level, in essence, to make the Evergreen School District the top choice for children and families in Santa Clara County. I also appreciate the community's support and look forward to working with the community.

My first-year priorities are to provide a roadmap for the transition process. The work of increasing the success of all students is too great an ask for our school district to attempt in isolation. While doable, the goal of an improved educational experience will require involvement from all — students, parents and guardians, staff, and community partners.

The initial transition process can be thought about in four major phases: Engage, Explore, Evaluate and Equip.

Each phase will build upon the previous phase. A culminating plan with deliverables and updates will be monitored and shared with the Evergreen School Community. Through these engagement opportunities, we will capture the voices of all stakeholders considering the feedback provided in the strategic planning process.

I look forward to your engagement with us.

Yours in service,

Dr. Antoine Hawkins
Superintendent



Dr. Antoine Hawkins
Superintendent of Schools



Christopher Corpus
President
Board of Trustees



Patti Andrade
President Pro-Tem
Board of Trustees



Marisa Hanson
Clerk
Board of Trustees



Jim Zito
Trustee
Board of Trustees



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BOARD APPRECIATION





Our Vision

Evergreen Elementary School District, in partnership with the community, will be a place where parents, students, teachers, and staff are partners in developing each of our scholars unique potential.



Our Mission

Evergreen Elementary School District provides all students a high-quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness, and a commitment to academic and civic excellence.

Personal Values and Beliefs

Values:

INTEGRITY

**Doing the right
thing when
nobody is
looking**

EXCELLENCE

**Strive for
better while
giving your
personal best.**

TEAMWORK

**We are
stronger
together
than apart.**

SERVANT LEADERSHIP

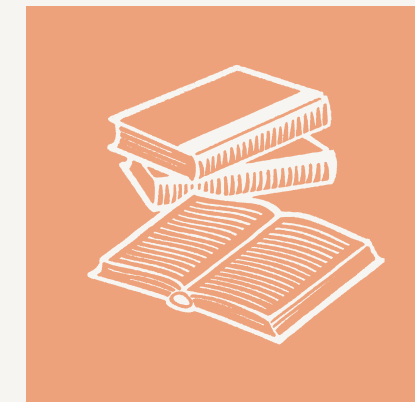
**Strive to serve others
with an unselfish
mindset, putting the
needs of others first,
and empowering people
to perform at their best.**

WHAT'S IMPORTANT TO ME?

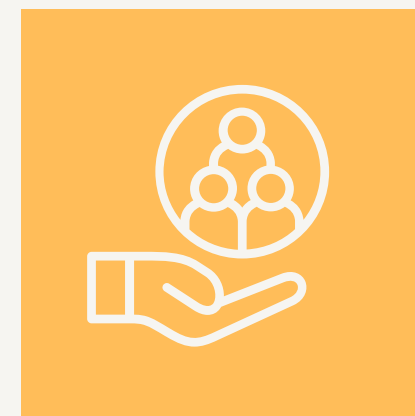
MY BELIEFS



All students can experience success when their needs are clearly understood and addressed.



Education is a civil right that levels the playing field for all children.



Every child deserves high-quality instruction in a nurturing and supportive environment.



Equity and Inclusion are necessary to provide quality service to all children.



Through collaborative, partnerships, and relationships we can exceed expectations for all children.

SUPERINTENDENT PRIORITIES



Purpose

The purpose of this Year 1 Priority Presentation is to chart the course for my transition as the Superintendent of Evergreen School District. Year 1 Priorities include goals, expectations and deliverables that will be met within the first year of my administration. The plan will codify the process used to engage each facet of the organization while listening and learning.

Year 1 Priorities are organized in four phases after pre-entry: Engage, Explore, Evaluate and Equip. The phases are interdependent and will overlap. Progress and feedback will be shared with the Board and community for each phase.

ENTRY PLAN



Pre-Entry

During the pre-entry phase, the Superintendent identified transition team members to collect and disseminate information and assist with a seamless transition. The information provided included current documents, data, and an overview of each executive leadership team member.

The next phase will include synthesizing information from various stakeholder groups and make recommendations as determined.

ENTRY PLAN



Guiding Questions

The Superintendent's Year 1 Priorities includes opportunities for me to listen and learn while establishing relationships across our district community. Each stakeholder has a unique perspective. In capturing the thoughts and perspectives, stakeholders will be asked to engage with at least three questions in mind:

- 1. What excites you about our district?**
- 2. What one thing is working really well?**
- 3. If you were Superintendent, what would you change first?**

Overview



30 – 45 DAYS

During the engage phase, I've conducted a series of listening sessions individually and through small group feedback with the expressed interest of hearing from all stakeholders and beginning the journey to building lasting relationships, while informing future plans.

Preliminary Indicators of Success

- Amount of feedback
- Number of participants
- Individual meetings with stakeholders
- Number of school visits
- Board retreat and next steps

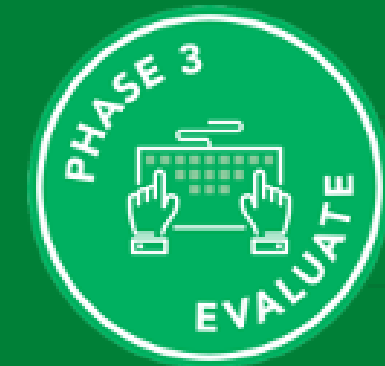


45 – 70 DAYS

During the explore phase I started taking a deeper look into the infrastructure of each department including a review of current policies, operating procedures, departmental protocols and oversight, and school-based systems and structures.

Preliminary Indicators of Success

- SWOT for each department
- Presentations for data analysis next steps



70 – 90 DAYS

The evaluation phase becomes the beginning of synthesizing the information obtained through the engage and explore phases. Here we will begin to develop plans for the next steps and our updated strategic plan.

Preliminary Indicators of Success

- Strategic initiative review
- Presentation on feedback sessions
- Identification of revised priorities



100 DAYS AND BEYOND

During the equip phase we will begin the implementation process and the sharing of expectations across District teams. We will ensure transparency regarding updates related to the way of work across the District based on the evaluation phase.

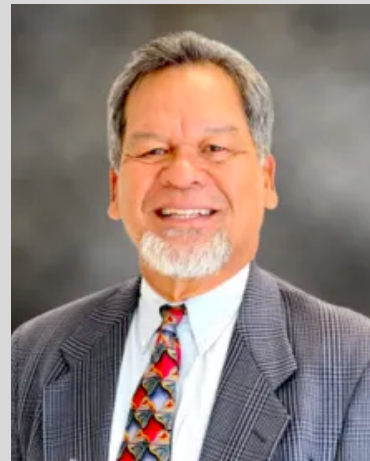
Preliminary Indicators of Success

- Professional Development Plan
- Feedback based on post meeting surveys
- Board and community report on entry plan



Board Relations

One of the most critical relationships in the overall success of any school district is that between the Superintendent and the Board of Trustees. Through the strategies noted, I will partner with the Board to outline our communication protocols, determine the cadence for feedback and progress monitoring and align on the short-term and mid-term priorities.



BOARD AND SUPERINTENDENT ACTIVITIES

Meet with the Board President and each board member to discuss Year 1 Priorities, better understand their observation of where we are currently and recommendations for the next steps.

Plan joint engagement opportunities, review current district policies and plan the necessary revisions.

Start initiating the strategic planning process.

Establish communication and evaluation protocols.





ENGAGE

Host listening tours and feedback sessions with all stakeholders — students, teachers, administrators, support staff, parents, caregivers, business partners, community partners, and the faith-based community to inform the development of the 3-year LCAP and Strategic Plan

Meet with all departments that directly support teaching and learning, i.e., curriculum and instruction, academic services, etc.

Visit schools to engage with teachers, support staff, and students.



EXPLORE

Meet with the educational services team and principals to review school-specific data disaggregated by accountability groups.

Conduct a review of the current curriculum and assessment resources to ensure standards alignment to monitor student growth and program effectiveness.

Review school-based data with the Assistant Superintendent and each Director of Educational Services for their portfolio of schools.

Conduct needs assessment for professional learning opportunities for teachers and district-level staff.

Determine the current level of support for special education and multi-lingual students.



EVALUATE

Utilize findings and feedback from engagement student assessments, and program analysis to ensure all students are engaged, achieve at high levels, and are graduation ready.

Develop short-term, mid-term, and long-term goals based on site and district-level monitoring and evaluation.



EQUIP

Provide initial steps for professional learning.

Establish a protocol for the frequency of data review with the leadership team.

Update curricular tools that need an immediate response.

Update progress monitoring processes as necessary.

Teaching & Learning

Operations & Management



ENGAGE

Conducted listening tours and feedback sessions with school leaders and central office department staff.

Meet with staff in all departments that are included in the business services division.



EXPLORE

Meet with each senior leadership team member and reviewed protocols for their body of work.

Reviewed facilities, transportation, and other major needs.

**Reviewed budget, finance, and procurement protocols.
Review central office and school budgets to determine alignment to strategic initiatives.**

Meet with COVID response administrator and reviewed protocols and procedures.

EVALUATE

Conduct a strengths, weaknesses, opportunities and threats (SWOT) analysis for each key department.

Review use of ESSER funding and related purchases.

Assess interdepartmental communication norms.

Update COVID response protocols based on updated guidance.

EQUIP

Host a retreat with the executive leadership team and school leaders to discuss outcomes from entry activities.

Establish a cadence for interdepartmental organization and planning sessions.



Leading by Example

In alignment with the Standards for Superintendents, my transition process will model the roles of the Superintendent as guideposts.

INSTRUCTIONAL LEADERS

help their districts reach high levels of teaching and learning.

COLLABORATIVE LEADERS

maintain strong relationships with the Board of Trustees, executive cabinet and district staff.

VISIONARY LEADERS

model collaboration while setting goals for instruction, learning and achievement.

FOCUSED LEADERS

continuously monitor and evaluate actions to achieve high-level goals for all students.

CONNECTED LEADERS

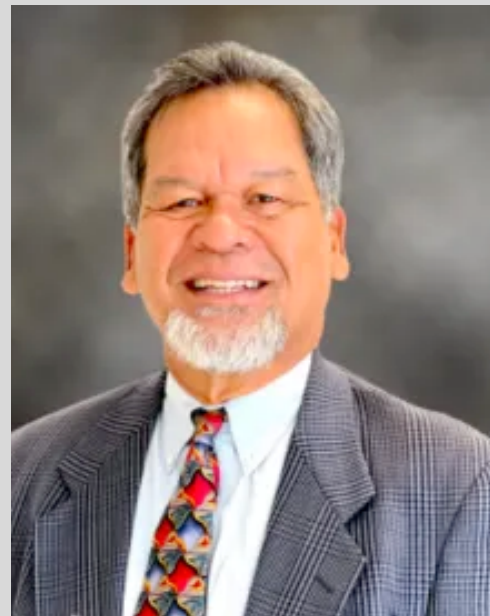
create structures for school-community partnerships

A Special Thank you

The opportunity to serve the Evergreen School District is only made possible through the support of the Board of Trustees and the community at large.

I am thankful to each of you for your visionary leadership as we partner to make Evergreen School District the "Gold Standard" in Santa Clara County.

ESD BOARD OF TRUSTEES



Chris Corpus
President



Patti Andrade
President Pro-Tem



Marisa Hanson
Clerk



Jim Zito
Trustee