

SUPERINTENDENT'S **PLAN OF ENTRY**

DR. MARY TEMPLETON, SUPERINTENDENT

JULY 2024 TO JUNE 2025



INSPIRING EXCELLENCE

Listening. Learning. Leading.

INTRODUCTION

As the new superintendent of the Lake Stevens School District, I am honored to partner with our students, educators, families, and community to ensure we meet the district's mission—to prepare our students to be contributing members of society and lifelong learners, pursuing their passions and interest in an ever-changing world.

This entry plan is designed to guide my first 90 days in office, focusing on understanding the strengths and challenges of our district and setting the stage for future success.

One of the immediate priorities is the upcoming school construction bond on Nov. 5. This bond is crucial for enhancing the safety of our schools, planning for future growth, and ensuring our facilities are equipped to prepare all students for their futures. This initiative will not only improve educational outcomes, but also contribute to the overall well-being and economic vitality of our community. Through this plan, I aim to build a transparent and inclusive process that involves all stakeholders in these decisions—ensuring that we provide safe, secure, and modern learning environments for every student.

I look forward to this opportunity to listen, learn, and partner with you. Together, we can continue to “Inspire Excellence” and increase educational opportunities for all students in the Lake Stevens School District—paving the way for successful and hopeful futures.



Sincerely,



Dr. Mary Templeton



VISION & CORE BELIEFS

My vision is to create systems where each child is welcomed and recognized for their unique contributions to the Lake Stevens School District community. I believe that each student must be known, nurtured, and challenged to rise to their bright futures. Our work together is critical as we aspire to ensure that each student has the opportunity to meet and maximize their full potential as individuals and contribute to our larger society. This commitment to excellence not only benefits our students, but also enhances community safety, economic growth, and civic engagement.

BELONGING AND INCLUSION

I embrace the diversity present in our society, and aim to build on this asset within our community and schools. We must find fair and just solutions that provide the necessary resources and support to ensure each student thrives in a supportive and engaging learning environment. An inclusive and equitable education system benefits everyone by fostering a community that is welcoming, prosperous, and cohesive. Together, we are building a future for all of our students where belonging and hope are shared experiences, contributing to a stronger, more vibrant community.

INSTRUCTION

Classroom instruction is the most important work in our school system, and classroom teachers, along with paraeducators, must be supported and recognized as the excellent professionals they are. I believe in our teaching staff and I aim to support the needs of each as we engage together to ensure effective instructional practices. Our teachers have the closest relationship with our students, along with the expertise to engage and inspire each learner. We must acknowledge this critical role, build upon it, and provide the necessary support to enhance the experience and outcomes for our instructional staff. By providing high-quality education, we are preparing a skilled workforce that can attract businesses and drive local development, benefiting our entire community.

TEAM

An effective team built on trust and strong leadership leads to high expectations, accountability, and results. Individuals must feel valued and be willing to work together to learn and thrive. An environment that encourages honest conversations, productive problem-solving, effective conflict resolution, and collaborative effort will advance the team's work. By working together with community members and organizations, we can inspire excellence and achieve our shared goals.

CONTINUOUS IMPROVEMENT

Data-driven practices lead to reflection and an understanding of what is working, what needs improvement, and our next steps. Our students are counting on us to innovate, inspire, and connect learning to their futures as lifelong learners. By transparently using data to guide our decisions, we ensure accountability and continuous improvement. Learning from both our successes and challenges is essential to identifying and prioritizing practices that will produce positive results across our organization.

PHASES OF WORK

PROGRESS KEY

- ☒ Finished
- ☐ In progress

The following phases outline Dr. Templeton's strategic approach to leading the Lake Stevens School District—focusing on community engagement, data-driven decision-making and effective leadership.

PHASE I: Connections

July to August 2024

Outreach and
engagement



This initial phase gives Dr. Templeton the opportunity to connect with the Lake Stevens School District community, and the community at-large. It will consist of meetings with employees, students, families, community members, and elected officials to discuss the district's goals and initiatives in order to learn about the strengths, challenges, and aspirations for the future of the Lake Stevens School District.

Guiding Questions

Dr. Templeton will use these five guiding questions to make connections with stakeholders:

1. What should I know about the Lake Stevens community?
2. What are the strengths of the Lake Stevens School District that should be sustained?
3. What are the challenges facing the Lake Stevens School District?
4. What excites you about the future of the Lake Stevens School District, and how can you contribute to it?
5. Is there anything else you want me to know about the Lake Stevens School District and our community?

Action items

- ☒ Meet with the Board of Directors to develop positive working relationships and build important connections.
- ☒ Meet individually with Cabinet members, district staff members and school administrators to build relationships and establish open lines of communication.
- ☒ Connect with local and state elected officials to foster strong partnerships, and to advocate for the needs of the school district.
- ☒ Engage with students, employees, families, community members and local business leaders at school and local events.
 - Ready for Kindergarten
 - Back-to-school events
 - Lake Stevens Farmers Market
 - Community events and activities

Review and develop an understanding of Lake Stevens School District's:

- ☒ Foundation for Excellence
- ☒ collective bargaining agreements
- ☒ student and employee handbooks
- ☒ board policies and procedures
- ☒ School Improvement Plans
- ☒ budgets and state funding mechanisms
- ☒ student achievement metrics
- ☒ employee recruitment, hiring, and retention strategies
- ☒ staff development and training
- ☒ instructional materials



PHASES OF WORK

PHASE II: Listening & Learning

September to
December 2024

Student, employee,
family and community
engagement



During this phase, Dr. Templeton will spend time in each school listening, learning, and observing to better understand the Lake Stevens School District and its community. She will gather both quantitative and qualitative data throughout this phase, which will be essential for Phase III.

Action items

- ✓ Visit each school in the district and attend at least one staff meeting to gain input on Guiding Questions.
- ✓ Meet with leadership teams from all bargaining units represented in the district.
- ✓ Attend meetings or events of local civic groups.
- ✓ Meet with higher education officials, including Everett Community College and Washington State University.
- ✓ Attend City Council meetings.
- ✓ Meet with ESD 189 Superintendent Ismael Vivanco to become familiar with the protocols and services of the region.
- ✓ Meet with community partners, including PTAs, senior citizens, police, fire, Chamber of Commerce, faith-based partners, library, scouts and others.



PHASE III: Data Analysis

January to
February 2025



Dr. Templeton will analyze data and synthesize it into themes. She will develop a written report to include a summary of the work completed. The findings will serve as a key resource to help advise her, the Board of Directors, and district employees as they continue the essential work of the Foundation for Excellence.

- ✓ Share findings transparently with internal and external stakeholders, and involve all parties in the analysis process.



PHASE IV: Lead

February to
June 2025



Phase IV encompasses the entirety of each phase and includes a comprehensive communication plan to engage the community on this important work. In this phase, Dr. Templeton will integrate the insights and data gathered, develop actionable strategies, and lead the implementation of these strategies. Ongoing communication will ensure transparency, collaboration, and drive continuous improvement to achieve the district's goals.

- ✓ Identify and communicate Key Performance Indicators for the five Foundation for Excellence goals.



FOUNDATIONAL PRINCIPLES

PROGRESS KEY

- ☒ Finished
- ☐ In progress

EXCELLENCE IN TEACHING AND LEARNING

Providing engaging and effective instruction is the core of everything we do. We are responsive to each student's unique strengths and needs in their academic, behavioral, and social and emotional growth within a multi-tiered system of supports. By utilizing effective and innovative practices, and technology tools from pre-K through graduation, we identify and disrupt systemic barriers to learning and are able to achieve equitable outcomes for students.

- ☒ Support instructional staff in strengthening collaborative educator teams.
- ☒ Monitor and complete negotiations with each of the district's associations, including: LSEA, PSE, teamsters and coaches.
- ☒ Continue the work to review and update district curriculum to incorporate effective and innovative practices.
- ☒ Support the continued development of a staff recruitment and retention plan to include:
 - ☒ Hiring strategies
 - ☒ Timely recruitment
 - ☒ Diversity of candidates
 - ☒ Schedule and resources

SAFE, EQUITABLE AND INCLUSIVE CLIMATE AND CULTURE

Our collective responsibility is to create and foster environments that are welcoming, safe, nurturing, and inclusive. We welcome and honor our diversity and are committed to creating a culture of dignity that is inclusive, culturally responsive, and grounded in equitable practices. We solicit and value student, staff, family, and community voices to bring out the personal best in students and staff in both academics and character.

- ☒ Monitor Tier I MTSS strategies for implementation with fidelity.
- ☒ Conduct climate surveys to assess our school environments and identify areas for improvement.
- ☒ Review the district's student support services, including counseling, mental health resources, and social-emotional learning programs to ensure efficient allocation based on needs.
- ☒ Review student discipline data with an eye for disproportionality.

THOUGHTFUL TRANSITIONS

Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning within a building, between buildings, across curricula or to post-graduate endeavors, we actively facilitate a path to success for each student and adult. Thoughtful and familiar transitions foster systemic coherence, and a sense of belonging and ownership for students, staff, and families.

- ☒ Establish systems to track student progress during transitions and provide additional support where needed.
- ☒ Develop clear communication systems to keep students and families informed and involved during transitional periods.

RESPONSIBLE RESOURCE STEWARDSHIP THAT PROMOTES TRUST

Stewardship means developing, protecting, and caring for our people, finances, facilities, and intellectual property. We allocate resources in a manner that is transparent and responsive to our students, schools, and community. We utilize approaches that are data-informed, needs-based, and collaborative, and in the service of equitable outcomes for each student.

- ☒ Complete a thorough financial review, identifying funds available for future projects and areas of cost savings.
- ☒ Conduct regular reviews of resource allocation to ensure alignment with district priorities and equitable outcomes.
- ☒ Regularly report to the community on the district's financial health and resource stewardship efforts, and involve the community in budgeting decisions.
- ☒ Routinely communicate district facility needs and status of capital projects.



FOUNDATIONAL PRINCIPLES

COLLABORATIVE FAMILY AND COMMUNITY ENGAGEMENT

We create and maintain strong relationships with our students, employees, families, and community. We consistently engage with our diverse community using communication tools that are responsive to their preferences, enabling us to partner in decisions about the future of our schools.

Political Leaders

- ✓ State and local elected officials
 - ✓ District 1 Legislators
 - ✓ District 39 Legislators
 - ✓ Lake Stevens City Council, Mayor and City Administrator
- ✓ State Superintendent of Public Instruction Chris Reykdal and key OSPI staff
- ✓ ESD 189 Legislative Agenda Team

Family and Community Leadership

- ✓ Parents and caregivers
- ✓ Lake Stevens Education Foundation
- ✓ PTA/Boosters
- ✓ Rotary, Kiwanis & Lions Club
- ✓ Chamber of Commerce
- ✓ Faith-based leaders
- ✓ Lake Stevens Senior Center

Higher Education Leadership

- ✓ Everett Community College
- ✓ Washington State University Everett
- ✓ ESD 189 "Grow Your Own" Initiative

Association Leadership and Employee Groups

- ✓ Meet regularly throughout the school year to talk about success and challenges.
- ✓ Communicate the value and strong belief in educators.

Media Relations

- ✓ Continue to build positive relationships with media and articulate the district mission and vision, identify new media opportunities: *Everett Herald*.
- ✓ Actively engage our community through dynamic social media presence on Facebook, Instagram and Vimeo.



Advisory Groups & Communication

- Offer an open forum of communication by hosting a casual, regular gathering with Dr. Templeton.
- ✓ Meet with student groups and the Student Advisory Council (SACo).
- ✓ Share district news and educational highlights through weekly *Did You Know? With Dr. T* video series.
- ✓ Utilize a variety of publications to keep students, staff, families and community members informed.
- ✓ Monitor district-wide communication tools and protocols for effectiveness.

GOAL AREAS

1 STRENGTHEN MULTI-TIERED SYSTEMS OF SUPPORT

Each student will benefit from a Multi-Tiered System of Supports (MTSS), a framework for improving outcomes in academics, social and emotional learning, and behavior through a flexible system of instruction.

- ✓ Allocate budget and resources strategically to support the implementation of MTSS frameworks across all schools.
- ✓ Establish partnerships with local universities and educational organizations to provide additional support and resources for MTSS initiatives.
- ✓ Conduct a comprehensive review of district policies to ensure they align with and support the MTSS framework.
- ✓ Intentional focus on strong Tier I strategies, implemented with fidelity.

2 SAFE AND INCLUSIVE ENVIRONMENTS

Our students and staff cultivate and experience safe, inclusive, culturally-responsive and sustaining environments of respect and rapport every day.

- ✓ Continue to create learning spaces where each student belongs.
- ✓ Ensure all employees and students receive an annual, comprehensive anti-hate speech training.
- ▣ Organize forums and listening sessions with students, parents, and community members to discuss safety and inclusivity concerns and solutions.

3 CONTINUOUS GROWTH FOR EACH STUDENT AND STAFF MEMBER

Students and adults practice a growth mindset as they explore ways to engage in teaching and learning. Each student will continuously grow in all subjects while making progress toward graduation and beyond.

- ✓ Create a districtwide accountability framework to establish clear performance metrics for student and staff growth, and regularly review progress with the Board of Directors and district leadership.
- ✓ Develop systems to recognize and celebrate achievements and progress of students and staff—fostering a culture of continuous improvement.
- ✓ School Improvement Plans will align with the Foundation for Excellence and provide regular opportunities for accountability.

PROGRESS KEY

- ✓ Finished
- ▣ In progress



4 INNOVATIVE AND INTEGRATED APPROACHES TO LEARNING

We plan innovative learning experiences that promote critical thinking skills in our college and career-ready graduates. Technology is thoughtfully integrated and utilized to facilitate learning for each student.

- ✓ Continue to support technology integration—ensuring all schools have the resources and training needed.
- ✓ Ensure that new and modernized learning spaces support innovative and flexible approaches to teaching and learning.
- ✓ Strengthen partnerships with local businesses to provide real-world learning opportunities and resources for students.

5 NEEDS-BASED FACILITIES IMPROVEMENT

We create safe, secure and healthy learning environments. We provide facilities that support excellence in teaching and learning. We demonstrate stewardship for our public facilities, and work diligently to address the impacts of residential growth.

- ✓ Pass the February 2025 school construction bond to enhance safety, address growth and capacity, and help to prepare all students for their futures.
- ✓ Tour all district facilities with an eye for current conditions and needed improvements.
- ✓ Continue the work of the Facilities Needs Advisory Committee to audit district facilities to identify needs and prioritize improvements.
- ✓ Familiarize district stakeholders with the long-term growth management plan to address the impacts of residential growth on district facilities and resources.