

Board Chair Nathanael O'Hara called the meeting to order at 6:00 p.m. PRESENT: Nathanael O'Hara, Connie Welch, and Jennifer James-Wilson. Keith White joined the meeting by phone. EXCUSED: Laura Tucker. Also present were Superintendent Polm, staff, and community members.

Connie Welch led the Pledge of Allegiance.

Agenda Approval

Jennifer James-Wilson moved to approve the agenda. Connie Welch seconded and the motion carried 4-0.

Recognition – None

Public Comments - None

Consent Agenda

Ms. James-Wilson moved to approve the consent agenda. Ms. Welch seconded and the motion carried 4-0. Included on the consent agenda were the following items: 1) Payroll for May, 2017; 2) Accounts Payable as of June 26, 2017; 3) Approval of minutes from the May 22, 2017 regular meeting, the May 30, 2017 special meeting, the June 12, 2017 work/study meeting, and the June 16, 2017 special meeting; 4) Recommend the following actions:

Hires:

Recommend Tina Grewell as .5 FTE Music Teacher, Grant Street Elementary, effective the 2017-18 school year

Recommend Amy Griffin as 1.0 FTE 4-8 Grade Reading Specialist/Literacy Coach, Blue Heron School, effective the 2017-18 school year

Recommend Molly O'Brien, Daniel Ferland, Lisa Olsen, and Betsy Snyder-Johnson as teachers for the July 10-28, 2017 Summer Learning Program

Recommend Dana Guenther, Alice Fraser, and Shannon Grewell as Para Educators for the July 10-28, 2017 Summer Learning Program

Recommend Marybeth McKenna as 6.75 hr./day Special Education Para Educator, Blue Heron School, effective the 2017-18 school year

Recommend employment of the classified staff for the 2017-18 school year as per attached personnel list

Approve teachers working out of endorsement/assignment for the 2017-18 school per attached list

Retirements/Resignations:

Accept resignation of Matthew Holshouser, Blue Heron Principal, effective the end of the 2016-17 school year

Accept .2 FTE resignation of Ann Healy-Raymond, 1.0 FTE Director of Curriculum and Instruction, effective the end of the 2016-17 school year

Accept resignation of Jason Lynch, 1.0 FTE Reading Specialist/Title 1-LAP Director, Grant Street Elementary, effective the end of the 2016-17 school year

Accept resignation of Cleome Rowe, 1.0 FTE Math Teacher, Blue Heron School, effective the end of the 2016-17 school year

Accept resignation of Patrick Murphy, 6.5 hr./day Para Educator, Grant Street Elementary, effective the end of the 2016-17 school year

Accept resignation of Shannon Holshouser, 4 hr./day 260 day/year Maintenance Secretary, effective June 19, 2017

Accept resignation of Dan Walvatne, 5.5 hr./day High School Food Assistant, effective the end of the 2016-17 school year

Accept resignation of Aliina Lahti Locklear as High School Girls' Assistant Soccer Coach, effective the end of the 2016-17 school year

Accept resignation of Brian Tracer as Blue Heron Assistant Football Coach, effective the end of the 2016-17 school year

Transfers: Recommend Heather Sanders transfer from 1.0 FTE First Grade Teacher, Grant Street Elementary to 1.0 FTE OPEPO Teacher, Grant Street Elementary, effective the 2017-18 school year

Recommend Betsy Hart transfer from OPEPO Teacher, Grant Street Elementary, to 1.0 FTE Fourth Grade Teacher, Blue Heron School, effective the 2017-18 school year

Recommend transfer of Cheryl Garnett-Harris from .5 FTE Reading/Literacy Specialist, Grant Street Elementary to 1.0 FTE 1st/2nd Grade Multiage Teacher, Grant Street Elementary, effective the 2017-18 school year

Recommend transfer of Joanne Mackey, 5.75 hr./day Grant Street Food Service Assistant to 5.5 hr./day High School Food Assistant, effective the 2017-18 school year

Surplus: Recommend surplus of District Van #263, Maintenance Truck #256, District Van #252, Bus 13058, and Bus #15173

Field Trips: Approve Port Townsend High School Boys' Basketball Trip to Spokane, WA, July 13-16, 2017

Approve Visit History Trip to Italy, March 29, 2019-April 6, 2019

Contracts: Approve use of Myer-Stevens Toohey & Co., Inc for Port Townsend District student insurance coverage

Board Correspondence – None

Reports

Board

Ms. Welch reminded everyone that email will not be available the first week in July while transitioning to Google.

Visit History Trip – Jennifer Kruse, Tom Gambill

Ms. Kruse and Mr. Gambill reported on the Visit History trip taken in April, 2017 to Greece, with about 20 students, and explained the Visit History trip to Italy in 2019 that was approved on the consent agenda tonight.

Maintenance Projects and Salish Coast Elementary Construction Update – Brad Taylor, Director of Maintenance and Facilities

Mr. Taylor discussed the following:

- Soccer and football field maintenance
- Water lead testing
- Possible exterior painting at Blue Heron
- Remodeling robotics classroom at the high school.
- Safety film on windows at Blue Heron.
- Security at Lincoln Building.
- Exterior lights at high school.
- Outside camera installation at both Blue Heron and the High School
- Repair of sinkhole at Blue Heron.
- Replacement of generator at Blue Heron.
- Salish Coast Elementary
 - demolition of portable
 - Construction equipment arriving, beginning to install utility lines
 - Monthly construction updates from Kirk Robinson planned for 17-18

Port Townsend High School Title IX Sports Equity Report 2016-17 – Lysa Falge, Athletic Coordinator, Principal Ehrhardt

Ms. Falge reported on the number of athletes in each sport offered, and how Port Townsend High School is in compliance with Title IX requirements. Ms. James-Wilson asked if similar data could be provided for Blue Heron.

Superintendent

Superintendent Polm reported on the following:

- Blue Heron Principal Position: Sixteen or seventeen applications were received, mostly from Washington. Five candidates have been scheduled for interviews on Thursday, June 29, 2017. A community forum will be held also on June 29 at 6:00 p.m. where the finalists will be available for questions from the public.
- Mountain View Commons Project has been selected as a Healthy People, Healthy Places Project through the Environmental Protection Agency
- Letter was sent to the Office of Archeology and Historical Preservation noting Port Townsend School District's objection to the nomination of the Lincoln School building as an historical site
- Meeting with Michelle Sandoval, City Council member, regarding possible uses for the Lincoln School site.
- Mr. O'Hara thanked staff for the organization of the groundbreaking ceremony for Salish Coast Elementary on June 16, 2017

Director of Finance and Business Operations – Amy Khile

Ms. Khile reported on enrollment for June, 2017, a budget summary for all funds, a special education funding report, and a capital levy and bond analysis. The lack of adoption of a State budget was discussed.

Action Items

Approve Policy 1400 – Board of Directors Meeting Conduct

Ms. James-Wilson moved to approve Policy 1400. Ms. Welch seconded and the motion carried 4-0.

Approve Board Meeting Calendar for 2017-18

Superintendent Polm explained if adopted, this calendar will be posted on the District website. Ms. Welch moved to approve the Board Meeting Calendar for 2017-18. Mr. White seconded and the motion carried 4-0.

Authorize Superintendent to Negotiate Parking Agreements with Friends Meeting Church and San Juan Baptist Church

Superintendent Polm explained these agreements will allow the District to partner with these neighboring churches for parking next year during the construction of Salish Coast Elementary, and additional parking for special school events.

Ms. James-Wilson moved to authorize the superintendent to negotiate parking agreements with Friends Meeting Church and San Juan Baptist Church. Ms. Welch seconded and the motion carried 4-0.

Next Meeting

Work/Study Meeting, July 10, 2017, 1610 Blaine St., Room S-11, 6:00 p.m.

Executive Session

Board Chair O'Hara adjourned the regular meeting to an executive session to discuss the performance of a public employee for approximately 30 minutes. The executive session adjourned at 8:10 pm. The regular meeting reconvened at 8:10 pm. Ms. James-Wilson said she feels Dr. Polm has done a great job, and moved to approve his contract for 3 more years. Ms. Welch seconded and the motion carried 4-0.

Ms. James-Wilson moved to amend Dr. Polm's contract to increase his annual leave days from 20 to 25, and approve a 3.6% increase in salary. Mr. White seconded and the motion carried 4-0. The other board members also agreed that Dr. Polm has done a wonderful job this year.

Adjournment

The meeting was adjourned by consensus at 8:10 p.m.

Respectfully submitted,

John A. Polm, Jr., Secretary

ATTEST: _____
Nathanael O'Hara, Board Chair

**PORT TOWNSEND SCHOOL DISTRICT NO.50
SUPERINTENDENT PERFORMANCE EVALUATION
2016-2017 SCHOOL YEAR**

Superintendent: John Polm

Director: Nathanael O'Hara (board chair)

Date: June 26, 2017

Standard 1 – Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.	
Strand 1 – Advancing a district-wide shared vision for learning. The Superintendent...	
Themes	Performance Rating
A. Builds commitment to the vision and mission.	Proficient
B. Develops strategies to implement the vision.	Proficient
C. Holds board and staff mutually accountable for striving toward the vision.	Proficient
D. Aligns district procedures and practices with the vision.	Basic
E. Uses the vision as an indicator of progress.	Basic

Comments:

Area's of strength:

- In John's first year as superintendent, he did a great job in laying the foundation for visionary leadership. He worked with his team to bring the district's strategic plan to the board for adoption and is authentically looking at the areas that the district can improve in the future.
- He has strong communication with the board and his administrative team (calling board members before meetings, lunches, etc.).
- I appreciate getting input from stakeholders on the district priorities and using these priorities in the budgeting process.
- Ability of John to focus the myriad of parts into a working system.

- Expanding the district's use of communication tools (Leader insert, videos, Facebook, surveys, listening sessions)
- John's commitment to Maritime Discovery Schools and placed based learning focus is apparent.
- The building and program reporting process improvement into a common format was helpful to the board.
- John has made extensive strides in understanding the district vision, even as it evolves with changes in administration, and embracing it in ways that can be integrated into planning and goals.

Opportunities for growth:

- Sharing the strategic plan with community partners, stakeholders, and civic groups.
- Increase engagement in our unique community, time for singing, and a healthy family.
- We need to tell our stories of success so they can be heard and repeated by our public. We can't assume that the public understands what a fine job is being done for our children unless we give them examples in ways they can access that information.
- Continue alignment of procedures/practices with the vision.
- Managing the construction process for the Salish Coast Elementary school will be a significant challenge this year.
- Developing a vision for the Salish Coast Elementary culture and laying the groundwork for a successful transition to K-5.
- Develop a group of "Friends" that can be called upon to show up at events, or get the word out.
- Identify "soft" indicators that exemplify progress toward vision (tone, wellness, creativity, innovation).

Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 1 – Putting student learning at the center. The Superintendent...

Themes	Performance Rating
A. Advocates for student learning as the district's highest priority.	Proficient
B. Promotes the systematic improvement of curriculum, instruction, and assessment.	Basic
C. Assures that district policies, practices, and resources support student learning.	Basic
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	Distinguished
E. Gives a high priority to reducing achievement gaps.	Proficient
<p>Comments:</p> <p>Areas of strength:</p> <ul style="list-style-type: none"> - I believe that John has the student at the center of each decision he makes. His character and values are an example for his team and the district staff as well as students. - John has put tremendous effort into bringing policies and procedures up to date and focus on those most important to the function of the district. - John has performed at a high level to assure a safe, nurturing, and stimulating environment for our teachers and students. - Identifying areas of weakness in our district (on time graduation, credit recovery, curriculum, SPED). 	

- He is vigilant about equity in educational opportunity and recognizes the inherent biases in our district.
- Cultivated a strong administrative leadership team that included walk throughs and discussions to improve observational skills.
- Experience at the high school level will continue to help the high school deal with the 24 credit graduation requirement and build capacity to insure on time graduation.

Opportunities for growth:

- Working with the board, staff, and community to help us all recognize policy and budget priorities that promote a student-centered school system.
- Continue to promote the belief in the value of collaboration.
- John's continued efforts should raise areas where he considers his performance to be basic to the level of proficient.
- Continue to measure progress and look for new metrics to indicate the districts progress.

Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 2 – Evaluation and professional development. The Superintendent...

Themes	Performance Rating
A. Focuses evaluation and professional development on the improvement of student learning.	Proficient
B. Implements effective procedures for staff evaluation.	Proficient
C. Develops systematic strategies for using professional development to improve student learning.	Basic
D. Personally models effective professional development.	Proficient
E. Builds leadership capacity to improve student learning.	Proficient

Comments:

Areas of strength:

- John has shown great respect for the teaching staff by creating leadership teams from within and leveraging staff talents and expertise to share with peers.
- John's familiarity with TPEP has brought tremendous integrity to the balance of all levels of evaluation.
- John models strong goal setting and self-assessment and are knowledgeable in the evaluation system.
- He is a good listener with a confident and calm demeanor. This is appreciated by staff and board members.
- John's focus on making the evaluation process clear and consistent throughout the district is appreciated. Staff feel like they better understand the process and what is expected of them.

- He has shown great respect for the teaching staff by creating leadership teams from within and leveraging staff talents and expertise to share with peers.

Opportunities for growth:

- Continue to challenge staff and students to reach beyond where they are right now.
- Developing and nurturing a sense of collaboration and ownership throughout the district.
- Moving into your second year and using your experiences from year one to push us forward.
- Bringing on two new administrative team members (new principal and dean of students)

Signatures: 
Board Chair

6/26/17
Date


Superintendent

6.26.17
Date

MISSION STATEMENT

Through community focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

The stated goals I identified were:

Goal 1:

- o Governing Board: Ensure a strong, unified, and effective governance team.
 - I have striven to provide ample communication (written and verbal) and will continue to bring in resources to help each board member develop their own capacity and understanding of their position.
 - I worked with Amy Khile to provide additional detail to the enrollment and fiscal reports to help the governing board fully understand various fiscal issues.
 - I instituted "listening sessions" into board opportunities in the spring of 2017. Although these were poorly attended by the public, they did provide opportunity for board members to engage deeply in conversation with the public and some staff members.
 - I will continue to consider the board as the governing "direction setting" body in our school district. I will continue to work toward helping the board unify that vision so that there is clear direction. I will also continue to try to build measures for accountability related to the board's mission, vision and strategic plan.
 - I have begun a process of policy review (annual) that uses a matrix to help plan and track progress on policy updates.
 - I intend to continue to communicate regularly with the Governing Board, both verbally and in writing.

Goal 2:

- o Visibility and community building: Provide effective communication and visibility inside and outside of the schools.
 - This is partially addressed in Standard 1 below.
 - In addition:
 - I will continue to plan approximately 8-10 hours a week in school buildings.
 - I will continue to publish and send a Superintendent Newsletter about every two weeks to staff and post on the website.
 - I established community "Listening Sessions" on Maritime, Salish Coast, and Wellness/Nutrition.
 - I completed a modified "Influential's" study and identified a number of potentially influential people in the community with whom to engage.
 - I have participated in Recyclery bike rides with kids. I have taken part in several community events such as the YMCA "Hats Off", United Good Neighbors, Kiwanis Teen Leaders Awards Committee, March 2017, Centrum Gala, etc...
 - I have completed a publication for the Leader to be published at the end of May in the *Leader*.
 - I directed the establishment of a Facebook page at Grant Street/Salish Coast. See: <https://www.facebook.com/salishcoast/?ref=bookmarks>
 - I have used a calendar to help me structure my time in an effort to assure visibility. This is an area that is probably never proficient, depending on the perspective of the stakeholder. My calendar is shared with the district office staff.

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- I will continue to work on internal and external communication, especially related to the elementary school construction.

Goal 3:

- Instructional leadership, capacity building, and student achievement: Lead to support a standards-based, learner-focused, and relevant curriculum.
 - This is addressed in Standard 2 below.
 - In addition:
 - MDS Program Evaluation is planned for Spring 2017. I connected with Jeff Youde to partner with the district in collecting focus group feedback that provides triangulated perspectives and recommendations for the initiative.
 - Established Measures for Strategic Plan (Winter 2017). Examples are: Attendance, Graduation Rates, Literacy, Numeracy, and surveys of staff, students, and parents.

Goal 4:

- Effective systems design to support vision: Establish and maintain a strong district leadership team.
 - Continue to refine systems to align with the Strategic Plan.
 - The strongest area of success has been with district operational and HR staff and building principals. I also feel like I have systems in place to connect with teachers to some degree. I need to work on better systems for Sarah Rubenstein and Ann Raymond's work as well as classified employees in 17-18.

Goal 5:

- Healthy, productive and safe environment: Identify and analyze issues that may act as barriers to a healthy/productive culture.
 - I have now joined the Rotary noon club.
 - I am working to establish a stronger connection with local media with a strategy for external news about PT Schools. This has begun by developing a partnership with the PTEF, as we have a shared interest in using media to share great things happening.
 - I have supported a reestablishment of the Wellness Committee to review progress and make recommendations.
 - I will continue to engage with staff through building and program visits.

Standard 1 — Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1 — Advancing a district-wide shared vision for learning.	<ul style="list-style-type: none"> ▪ Overall, this is embedded in the goals and activities noted below. However, the bullets following address the work designed to address Standard 1.
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• **Themes:**

- Builds commitment to the vision and mission.

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- Develops strategies to implement the vision.
- Holds board and staff mutually accountable for striving toward the vision.
- Aligns district procedures and practices with the vision.
- Uses the vision as an indicator of progress.
- **District Strategic Plan:** An updated and more defined plan has been completed and presented to the Board of Directors. The board adopted the plan. This helps to address Themes A-E above. The plan was reviewed by staff in each building as well as all district directors and principals. Measures were included into the plan to begin to establish indicators of progress.
 - **(A) Builds commitment to the vision and mission:** The process of developing the strategic plan has included input from mostly district leaders, teachers, and some other employees as well as the Board or Directors. Further work on building a commitment to the vision and mission of the district will include seeking more community (external stakeholder) input. The rubric language would describe this as “basic” at this time. I will work on a plan to enhance this indicator in 17-18 to be more systematic in seeking input on the plan (use Thought Exchange, or another survey tool, target service club presentations and/or additional public meetings or interactions).
 - **(B) Develops strategies to implement the vision.** The strategies in the plan have been developed concurrently with building principals and directors, which includes reporting processes that systematize the reference to the district goals. A numbering system is used to help document alignment, which helps build consistency and accountability. This system is integrated into evaluations, and will be more developed in 17-18. The rubric language would describe this as “proficient” at this time.
 - **(B) Develops strategies to implement the vision.** Strategies also include a Superintendent Newsletter that has been published about every two weeks to date. This written publication has been sent to all internal stakeholders and posted on our website for public access. This strategy was extended through a “list serve email option” so that people can sign up to receive it in their email. The rubric language would describe this as “proficient” at this time.
 - **(C) Holds board and staff mutually accountable for striving toward the vision.** I have implemented a strategy of program reports that include alignment to the district strategic plan (priority goals). The building reports in November represented this strategy, and the reports on January 11 during the retreat also represented this strategy. The longer-term vision will include further integration of district measures into the evaluation goals for each principal and director. Also, a more detailed report by building will be proposed for 17-18 which includes holding a board meeting at each building site at least once. This will enable staff and administration to add context to the short one-page reports provided to the board. This will address accountability for striving toward the vision. The rubric language would describe this as “proficient” at this time.
 - **(D) Aligns district procedures and practices with the vision.** The board retreat on January 11 addresses the rubric language related to “major decisions on curriculum, budgeting, staffing, and planning are aligned to the vision”. However, the formation of standing committees, Cabinet, Management, and Principals, establishes an internal structure while the board committees further address this indicator. The board committees are: Instructional Materials, Wellness, Finance, Technology, Policy, and Long-Range Facilities. My vision is that each of these committees determines their work plan and schedules their committee meetings a calendar year in advance. I plan to work with staff members to realize this plan. The rubric language would describe this as “basic” at this time.

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- (E) **Uses the vision as an indicator of progress.** Data have been included in the measures associated with each goal within the Strategic Plan. This is an emerging part of the process, and will continue to be refined moving forward. Changes will be made as progress is measured toward key goals. The rubric language would describe this as “proficient” at this time.
- Overall, my focus on this standard has been integrated into the interactions I have had with community and staff members in my first school year in this position. I feel like I have gotten to know many of the staff members and many of our key community partners. I have also met and/or interacted with each of our local State legislators as well as U.S. Rep. D. Kilmer’s office. I will continue to develop systems to support the process of advancing a district-wide shared vision for learning. I plan to engage in the Rotary service club more deeply, as well as plan for continued community meetings with board members and key staff on one or more topics. Finally, I plan to continue an external newsletter publication as well as use of video to “tell our story” and build our vision for learning (Jane Champion and Michael Delagarza). I would assess myself as approaching “proficient” at this time.

Standard 2 — Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.	
Strand 1 — Putting student learning at the center	<ul style="list-style-type: none"> ▪ The themes below address this strand.
Strand 2 — Evaluation and professional development.	<ul style="list-style-type: none"> ▪ The themes below address this strand.

- **Themes**

- (A) **Advocates for student learning as the district’s highest priority.** It is difficult to fully articulate this theme, but my commitment has been manifested through verbal interactions, written communication, and work priorities for myself and the leaders. My focus has been to continue supporting the PBL initiative, improved on-time graduation rate, better instructional practices (through supervision of instruction), and building strong working relationships with teachers and classified staff. I encourage the board to push for an increase in the on-time graduation rate. This is a key indicator, and it will be one that the public uses to judge the efficacy of our district. I am concerned that PT has allowed families to stay in school past the time they actually meet graduation requirements (Sped) in the past. It will take some time to change this culture, but we have started the process. The rubric language would describe this as “proficient” at this time.
- (B) **Promotes the systematic improvement of curriculum, instruction and assessment.** My efforts to develop stronger CEL 5D+ and TPEP knowledge in administrators and teachers supports this strand. Example includes developing teacher-leaders and engaging with them at building-level staff training for TPEP. My support of the MDS work with Marine Science Center (John Falk) also is evidence of leadership focused on a student-centered culture. Finally, my advocacy for a curriculum adoption and review cycle to support quality instruction with quality materials. Much more work needs to be done to update and articulate the curriculum of the district at each grade level. The rubric language reflects “basic to proficient” at this time.

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- (C) **Assures that district policies, practices, and resources support student learning.** Although we are behind in terms of policy updates, we have begun to implement a system that will enable us to be up to date on the priority policies and procedures. The rubric language would describe this as “basic” at this time.
- (D) **Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.** Examples include credit recovery options in the high school, support of bicycle program at Blue Heron, and the MDS PBL emphasis at each level. Other examples include systems and communications that focus on student learning as our core mission. The rubric language would describe this as “proficient” at this time.
- (E) **Gives a high priority to reducing achievement gaps.** Examples include promoting after school tutoring in the elementary and middle schools (funded by LAP/Title), and administrators reviewing discipline data with a lens on equity (gender, race, SES). The rubric language would describe this as “proficient” at this time.

Some Indicators:

- Calendar with analysis of time with goal of about 20% of time in school buildings, 40% of time on office/management and working with principals and directors, 20%+ of time focused on community connections, and 20%+ on board governance and leadership activities. These percentages are aspirations. The elementary construction project has thwarted this aspiration the past few weeks, but I will work to maintain a balance moving forward.
- Successful year three of MDS implementation as evidenced by surveys and documentation of projects and partnerships. We have contracted with a consultant to help guide our program evaluation of MDS (Jeff Youde). This should be completed this summer and presented in August 2017.
- Lead TPEP/CEL 5D+ learning with administrative team – completed book study, learning walks with principals, learning walks as an administration group, and monthly TPEPCEL 5D+ learning and calibration meetings with principals. This has been executed as planned. The learning walks have been well received by the principals.
- OPEPO review ad hoc committee. I have asked Director Welch to facilitate a process of review of the OPEPO program through a lens of equity. I was concerned to learn that the program has about half the FR meal rate as the regular elementary school. The review should highlight potential barriers to low-income students entering the program.

Table Events

Superintendent Newsletters	15 (as of May 19)	16 (for the year)
Staff Appreciation Cards	50+ (as of May 19)	I will continue to focus on staff recognition through the year.
Bus Route Rides	2 (as of May 19)	I will plan for one (1) per month in 17-18.
Building Visits	50+	I will continue to visit buildings during and after school at least twice a week (~10 hours a week).
Classroom/Office Visits	At least once in each classroom.	I have visited each classroom, although have not been able to visit when students are present in each classroom. I will focus on seeing each teacher in action at least once by Winter break in 17-18.

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School/Community Events	63 as of May 25, 2017	I plan to continue 1-3 per week in 17-18 (this includes Rotary)
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Areas for Growth:

The standards above do not capture some of the areas of performance that are important. One of these is assuring the effective managing of a significant project. The school construction process has been a challenge in many ways. I would identify my lack of experience with construction projects as a school leader, and my lack of general construction experience, has contributed to some challenges for the district.

- I have learned that our Facility Director needs support with structure and communication. This has been a new learning, as my past experience has been with Facility Directors who have been very strong communicators who initiate communication with key stakeholders. One example was having a better system in place for review of drawings prior to final 100% drawings. This oversight resulted in approved technology infrastructure without Ann Raymond's review. The window for this review was only about two-weeks. Even with Ann and Brad gone for vacations around this window, had I instituted a better system for this project, we may have saved some time and been more complete in our process.

Overall, I am confident but feel I am still learning this job, which is unique in every district. Most of the learning is related to people and past practice. I believe there will be continuing learning as I work on the challenges for the people within the system needed to support rigorous Project/Place-Based Education, and also the transition for staff as our grant funding diminishes. Much of the other learning resides in some of the facility responsibilities and the quasi-governmental activities of the board. I am eager to learn about redistricting, and if that will be recommended by the board. I am also eager to walk through all that will be needed as we open a new school, as well as work on long-range planning for the HS campus. I am thankful for an engaged group of directors, and look forward to our future work.